REPORT RESUMES

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EVALUATIONS OF SUMMER 1966 NDEA INSTITUTES FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL.

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THE PURPOSE OF THIS EVALUATION WAS TO GATHER DATA FROM 35 EDUCATIONAL MEDIA SPECIALIST INSTITUTES ON (1) PERSONAL AND PROFESSIONAL CHARACTERISTICS OF INSTITUTE PARTICIPANTS, (2) CHARACTERISTICS OF THE INSTITUTES THEMSELVES, (3) THE EFFECTIVENESS OF INSTITUTE PROGRAMS, (4) THE EFFECTIVENESS OF INSTITUTE EXPERIENCES ON PARTICIPANT INTERESTS AND SKILLS, AND (5) ON-THE-JOB INFLUENCES OF INSTITUTE EXPERIENCES. DATA WERE GATHERED BY PERSONAL INFORMATION REPORT FORMS, ON-SITE VISITORS' REPORTS, AND ORIGINAL PROPOSALS AND FINAL REPORTS OF INSTITUTE DIRECTORS. THE INSTITUTES ARE DESCRIBED AS BASIC, ADVANCED, TELEVISION, SPECIAL, OR LIBRARIANSHIP. REPORTS ARE GIVEN OF DATA FINDINGS AT EACH TYPE OF INSTITUTE. (MS)

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EDUCATIONAL MEDIA INSTITUTE EVALUATION PROJECT

D A V I

DEPARTMENT OF AUDIOVISUAL INSTRUCTION

TITLE

evaluations of

SUMMER 1966 NDEA INSTITUTES

for EDUCATIONAL MEDIA SPECIALISTS
and SCHOOL LIBRARY PERSONNEL

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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Ch. 1

Summary, Findings, and Recommendations

The National Defense Education Act of 1958 and subsequent amendments launched what has now developed into an effort at mass retraining of educational personnel. Under the terms of this Act, institutes for elementary and secondary teachers, supervisors, and other professional educators have been offered in the specific fields of history, English as a foreign language, English, geography, modern foreign languages, reading, civics, economics, and industrial arts, as well as for teachers of disadvantaged youth, for school library personnel, and for educational media specialists. It is in the latter two fields that this study concentrates.

As indicated in Table 1-1, during 1965 some 494 NDEA Title XI institutes offered in nine fields were attended by 20,377 participants.[1] For 1966, the number was 554 and the attendance 22,947 for institutes offered in twelve fields; three of them (civics, economics, and industrial arts) were new additions to the 1965 program. Offerings approved for 1967 total 491 institutes to be attended by an estimated 17,720 participants.

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[1] A complete evaluation of the Summer 1965 educational media specialist institutes and selected institutes for school library personnel will be found in Brown, James W., and Staff, Evaluations of Summer 1965 NDEA Institutes (Educational Media Specialists and School Library Personnel), San Jose: Educational Media Institute Evaluation Project, 434 East William Street. 78 pp.

Table 1

NDEA TITLE XI INSTITUTE OFFERINGS, ALL FIELDS, 1965-1966-1967

Institute Fields	1965		1966		1967		Total	
	No.	Attendance	No.	Attendance	No.	Attendance	No.	Attendance
History	84	3,169	113	4,306	82	2,858	279	10,333
English	105	4,469	126	5,269	97	3,556	328	13,293
English as a Foreign Language	3½	187	5	208	9	328	17½	725
Geography	40	1,487	42	1,509	25	794	107	3,790
Modern Foreign Languages	83½	4,144	56	2,780	48	2,122	187½	9,046
Reading	53	2,084	66	2,487	54	1,805	173	6,376
Civics	--	---	5	190	22	826	27	1,016
Economics	--	---	5	180	22	767	27	947
Industrial Arts	--	---	5	144	29	708	34	852
Teachers of Disadvantaged Youth	63	2,514	60	3,000	52	2,130	176	7,644
School Library Personnel	26	951	32	1,096	18	571	76	2,622
Educational Media Specialists	36	1,371	38*	1,778	35**	1,251	107	4,400
TOTALS	494	20,377	554	22,947	491	17,720	1,539	61,044

*The figure of 38 includes two "academic year" institutes (those at Hofstra University and at the State University of New York at Albany) as well as one consortium-type "special media institute" (actually a media institute for institute directors of various other fields) administered by the University of Southern California in cooperation with Michigan State University and Syracuse University.

**The figure of 35 includes two "academic year" institutes (those at University of Colorado and at State University of New York at Albany) and another "special media institute" also offered during the academic year by the University of Southern California in cooperation with the Oregon College of Education (Monmouth), Syracuse University, and Michigan State University.

The Educational Media Institute Evaluation Project (EMIE), sponsored by the Department of Audiovisual Instruction of the National Education Association and carried out under terms of a Title VII-B National Defense Education Act grant, began in June 1965 and will complete its work in June 1967.

Three basic questions to which the Educational Media Institute Evaluation Project (EMIE) has sought answers in its study of NDEA Title XI institutes for educational media specialists are:

(1) What are the characteristics of a "good" educational media specialist institute?

(2) How, if at all, does attendance at one of these institutes affect the later on-the-job performance of participants?

(3) What influence do such institutes exert upon programs for the professional preparation of educational media personnel?

Data bearing upon the first basic question, "What are the characteristics of a 'good' institute?" have been gathered during the past two years through EMIE's systematic study of student characteristics, institute characteristics, plans of institute organization, programs of instruction, participant selection criteria and procedures, administrative provisions and a number of other related factors. These findings, first reported in the Summer 1965 evaluation report, have now been hypothesized as eight rather general criteria which say, in effect, that the "good" institute is:

Well-planned. It has taken into account the limitations of time (the usual period is six weeks) in the schedule of studies and activities. It has been based on a careful analysis (made some time ahead of the institute) of the backgrounds, special needs, and interest of participants.

Flexible. The good institute has provided reasonable opportunities for changing tack at almost any point during the institute period if important but unanticipated and somewhat different needs arise that can be accommodated within the original plan. A rigid, inflexible approach to institute planning usually spells trouble; yet so does the lack of structure. A proper balance of the two is required.

Exemplary. The good institute seeks, in a variety of ways, to "raise the sights" of participants. The side values of the well-visualized lecture, the effectively equipped special demonstration room, the efficient darkroom or television facility, are never ignored. The right kind of institute seeks to whet the appetites for quality when participants return to their schools.

Varied. The good institute program is not all demonstration, not all independent study, not all laboratory, not all anything. Rather, it is an astutely and functionally varied admixture of theoretical and practical, of "sit and listen" and "activity," of "see," "hear," and "read," of working on real problems and of thinking about broader implications of those problems in the total realm of educational communication and media. But it is not varied simply for the sake of variety or novelty; the variety that is introduced has functional purpose -- to facilitate an effective instructional approach to a particular instructional problem or purpose.

Advanced. The good institute takes participants where they are, endeavoring to move them to the more advanced levels anticipated, in the establishment of the Act, by the words "for advanced study." Because there are always many more applicants than places, and because selection is voluntary on the part of the director rather than the applicant, careful pairing of backgrounds and training with intended institute emphases is possible and essential. Thus, during even the first week instruction can be conducted at a level usually not possible in usual levels of classes. And because institute participants expect to use what they learn and need help with their problems, they favor a quick pace, a weeding out of the obvious, a getting down to the core of problems without wasting time. Participants often report that, in the process, they are "stretched" to keep up.

Practical, yet not "nuts and bolts." Educational media specialist institute enrollees are notably interested in getting immediate answers to everyday problems they face in their schools "back home." They grow restive if instruction is all theoretical and fails to come to grips with these problems. But performing professional tasks according to "book formulas" is discouraged; matters of principle and generality are stressed in the context of suitable theoretical frameworks.

Innovative. The good institute is, different from "regular" instruction, and should be. Generally, its staffing is somewhat richer than for usual class groupings, and there is less need to "go by the clock" or to follow rigidly prescribed instructional patterns to avoid schedule conflicts. As a consequence of these advantages, unusual but functional instructional developments can occur: the three-day field trip to a national convention in the middle of the session, the break in schedule to permit an unanticipated extended use of a particularly helpful resource visitor, a decision to break the large group into several smaller sections to deal with urgent problems for one or more days at a time, and many others. With more time to plan presentations, and more technical assistance than is usually available, instruction can be expected to be good---and often out of the ordinary.

A pleasant, satisfying experience. Perhaps one of the most striking results of attendance for the typical institute enrollee is his reaction to complete submersion, for an extended period of time, in "groupness." For most persons, this experience is novel, satisfying, and memorable; it is usually high on the list of positive values of institute attendance mentioned in evaluations. While similar satisfactions sometimes come in regular classes, especially those stressing individual participation, they seem not to equal those of the institutes where, for several weeks, enrollees have studied, talked, eaten, lived, and worked together on common problems.

Further clarification of these criteria is expected to come from the study of other data already accumulated for Summer 1965 and for Summer 1966 (as reported in the following pages) and to be obtained during Spring 1966 as part of the EMIE Project activities, including follow-up questionnaires, on-the-job interviews, and similar sources of data.

Data bearing on the second question, relating to influences of institute attendance upon the later, on-the-job performance of participants, were considered from the first to be very important. To obtain such data, a follow-up study of 1965 and 1966 participants will be undertaken. Two means are proposed to elicit the required data: (1) a printed participants' questionnaire (to be distributed by mail during March 1967) containing questions concerning the value (in retrospect) of institute experiences and the extent to which these experiences have been put to use in day-to-day professional activities, and (2) structured in-school, on-the-job personal interviews with a smaller group of participants and their principals, supervisors, or superintendents.

Data bearing on the third question, relating to the influence of institutes upon programs for the professional preparation of educational media personnel, must come, obviously, from those actually involved in or closely related to such preparation programs. Chief among these are the college and university professors now engaged in offering graduate programs in audiovisual education, library science, educational and instructional television, programmed instruction, and the like. Further data concerning this question also may be expected from persons engaged in administering or supervising educational media programs in various state departments of education. They may come, in some measure, from the individual participant's evaluation of the extent to which institute attendance has affected or changed his own career plans in the educational media field. All these sources will be consulted during Spring 1967.

A Final Summary Report of the EMIE Project (to be released about June 1967) is expected to summarize the findings of Summer 1965 and Summer 1966 evaluations and to include, as well, results of several smaller studies related to all three of the broad questions just mentioned.

Summer 1966 EMIE Report

The Summer 1966 educational media specialist institutes studied and reported upon here number 35 rather than 38, as noted in Table 1-1. This difference may be accounted for by the fact that three institutes (those of Hofstra University, State University of New York at Albany, and the University of Southern California) were offered during the academic year rather than during the summer. While at the time of the writing of this 1966 report no data were available with which to evaluate the first two institutes named, it is expected they will be analyzed and discussed in a Final Summary Report of the EMIE Project to be issued in June, 1967. A separate evaluation of the so-called "Special Media Institutes," offered jointly as an administratively coordinated program under the direction of the Department of Instructional Technology of the University of Southern California with the cooperation of Syracuse University and Michigan State University, has been made previously.[1]

Purposes

The purposes of the Summer 1966 evaluations of educational media specialist institutes and selected institutes for school library personnel, as reported here, were:

(1) To gather additional normative data concerning personal and professional characteristics of institute participants;

(2) To gather additional normative data concerning various characteristics of institutes themselves---staffs, program objectives and emphases, instructional programs, facilities and resources, administrative arrangements, and participant selection criteria and procedures;

(3) To obtain data to appraise the relative effectiveness of different aspects of institute programs and, through the case study approach, to provide a basis for recommending improvements for future institute planning;

(4) To determine the relatively immediate effects of institute experiences upon various participant interests and competencies related to educational media goals;

(5) To obtain preliminary data preparatory to a later evaluation of on-the-job influences of institute experiences.

Data Sources

The primary sources of data for the Summer 1966 EMIE report were the following:

(1) PERSONAL INFORMATION REPORT FORM: SECTION 1, BACKGROUND INVENTORY. A machine-processed instrument designed to obtain from approximately 1,800 Summer 1966 institute participants data concerning demographic characteristics, present and future employment, educational background and experiences, and affiliations with professional organizations.

(2) PERSONAL INFORMATION REPORT FORM: SECTION II, INTEREST AND COMPETENCE INVENTORY (BROAD GOALS). This instrument was distributed with Section I of the form just described. It was completed twice (in pre- and post-institute administrations) by approximately 1,800 participants in Summer 1966 institutes. Section II described a number of possible broad goals related to typical employment situations for educational media personnel. For each, two ratings on nine-point continua were requested---one for each participant's interest in the goal and one for his estimated competence with respect to it.

(3) PERSONAL INFORMATION REPORT FORM (POST INSTITUTE): SECTION I, INSTITUTE EXPERIENCES. This machine-processed rating sheet, used at the conclusion of Summer 1966 institutes, contained items requiring judgments about various aspects of institute experiences (institute objectives, instructional program, quality of institute program, institute participants, institute staff, instructional resources, physical facilities, administration of the institute, and general evaluation of the institute). Participants rated these aspects of institutes on a five-point continuum. Free response spaces were also provided in which to record suggestions or comments pertaining to each rated aspect.

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[1] See Brown, Donald J., and James W. Brown, Special Media Institute Impact Study, San Jose: Special Media Institute Impact Study, 434 East William Street, 1966. 72pp.

(4) ON-SITE VISITORS' REPORTS. Each on-site visit to the 24 institutes (of the total of 49 institutes, in all, with which the EMIE Project was concerned during Summer 1966) was made more systematic through use of an observation schedule containing a series of questions concerning the following: (a) institute program and emphases, (b) institute instructional program, (c) characteristics and qualifications of participants, (d) characteristics, qualifications, and use of institute staff, (e) instructional resources, (f) physical facilities, and (g) administrative considerations. Data derived from these observations are presented in the main body of this publication as case reports of basic, advanced, television, special, and school library personnel institutes.

(5) FINAL REPORTS, PROPOSALS, AND PLANS OF OPERATION. Summer 1966 directors of 49 institutes (including both those for educational media specialists and school librarians) involved in EMIE study were also asked to furnish copies of their final reports, their original proposals, and their plans of operation. These items, now part of the records collection of the EMIE office, proved to be sources of a variety of exceptionally useful data.

The 1966 Evaluation Plan

The principal differences between EMIE's Summer 1966 evaluation plan and that of Summer 1965 arose from recommendations of Summer 1965 institute directors and the EMIE Advisory Board who believed it would be preferable to:

(1) Use one person to concentrate on each of the five types of institutes to be studied---basic media, advanced media, television, "special" media, and librarianship;

(2) Develop on-site evaluations as case descriptions of programs believed to be of use to planners of future institutes of these five types; and

(3) Study and evaluate librarianship institutes separately, using two qualified persons---one a librarian and the other a generalist oriented toward the "instructional materials concept".

Procedures employed in developing the Summer 1966 evaluation plan for the institutes to be studied included the following:

(1) EMIE's 1965 evaluation plan was reviewed and revised in the light of the 1965 REPORT's conclusions and recommendations, the comments of Summer 1965 institute directors, on-site visitors, and members of the EMIE Advisory Board.

(2) A rough draft of the Summer 1966 evaluation plan was then developed. Special attention was given to suggestions, questions, and recommendations drawn from the Summer 1965 study.

(3) The resulting plan was then submitted for criticism to members of the EMIE Advisory Board and to the on-site visitors employed especially to conduct such visits.

(4) A smooth version of the evaluation plan was developed on the basis of these suggestions and discussed (by mail and telephone) with the six on-site visitors. Questions and problems pertaining to its use were settled during the San Diego meeting of the EMIE Advisory Board held in April, 1966.

(5) Copies of the evaluation plan and a full explanation of its intended uses were then sent to the 24 Summer 1966 directors whose institutes were chosen to be visited. On-site visitors and directors arranged a mutually satisfactory visiting schedule. The recommended period for these visits was during the third, fourth, or fifth weeks of a six-week session, or at the beginning of the last week for institutes operating on shorter sessions. Each on-site visitor was to be expected to stay five full days at least at one institute and no more than two days at each of the remaining selected institutes of the particular type he was evaluating. In a letter to directors (with a copy of the complete evaluation plan) to be visited for this phase of the EMIE program, the points were made that visitors would emphasize positive aspects of institute activities and that they would seek to assess ways of improving the contributions to be made by institutes in the professional development of educational media and certain school librarianship personnel.

Selection of on-site visitors was believed to be of prime importance to this study. Summer 1965 institute directors recommended that individuals who had gained evaluation experience during Summer 1965 be continued in 1966, and this was done. Others were added to provide a specialization by institute types (library, basic, advanced, television, and special) to facilitate evaluative "case type" descriptions considered valuable in future institute planning. The following personnel assignments were made: (1) Basic Institutes---Dr. John Hofstrand, Professor of Elementary Education, San Jose State College; (2) Advanced Institutes---Dr. James W. Brown, Graduate Dean, San Jose State College; (3) Television Institutes---

Dr. Erling Jorgensen, Associate Director, Instructional Media Center, Michigan State University; (4) Special Institutes---Dr. Murray Phillips, Director of Educational Communications, State University of New York at Albany; and (5) School Library Personnel Institutes---Drs. Richard Darling, President, American Association of School Librarians and Director of Instructional Materials, Montgomery County (Maryland) Schools, and James W. Jacobs, Area Superintendent, Montgomery County (Maryland) Schools.

Criteria involved in selecting the 24 Summer 1966 institutes for educational media specialists and school librarianship personnel to be visited were as follows:

(1) a reasonable geographical distribution within major regions of the United States,

(2) convenience of calendar schedules so as to permit on-site visitors to meet schedules within time allotted,

(3) effort to visit institutes that were not visited by EMIE evaluators during Summer 1965,

(4) recommendations of the U. S. Office of Education personnel, EMIE Advisory Board members, and the on-site visitors themselves, and

(5) financial considerations involved in defraying travel costs of on-site visitors.

Findings

The following aspects of educational media specialist and selected school library personal institutes were studied: (a) general characteristics of institutes, (b) general characteristics of participants, (c) institute program objectives and emphases, (d) characteristics and quality of instructional programs, (e) quality and "fit" of institute participants selected, (f) characteristics and performance of institute staff members, (g) instructional resources available to institute staff and participants, (h) adequacy of physical facilities, (i) administrative considerations, and (j) short-term changes in participants.

Findings in the pages following apply quite generally to all types of institutes treated in earlier chapters of the report. Statements are based upon on-site visitors' observations (including results of their personal interviews with directors and participants) as well as upon participants' end-of-institute questionnaire ratings and free-response statements. For more specific information pertaining to basic, advanced, TV, special, or librarianship institutes, see appropriate chapters following.

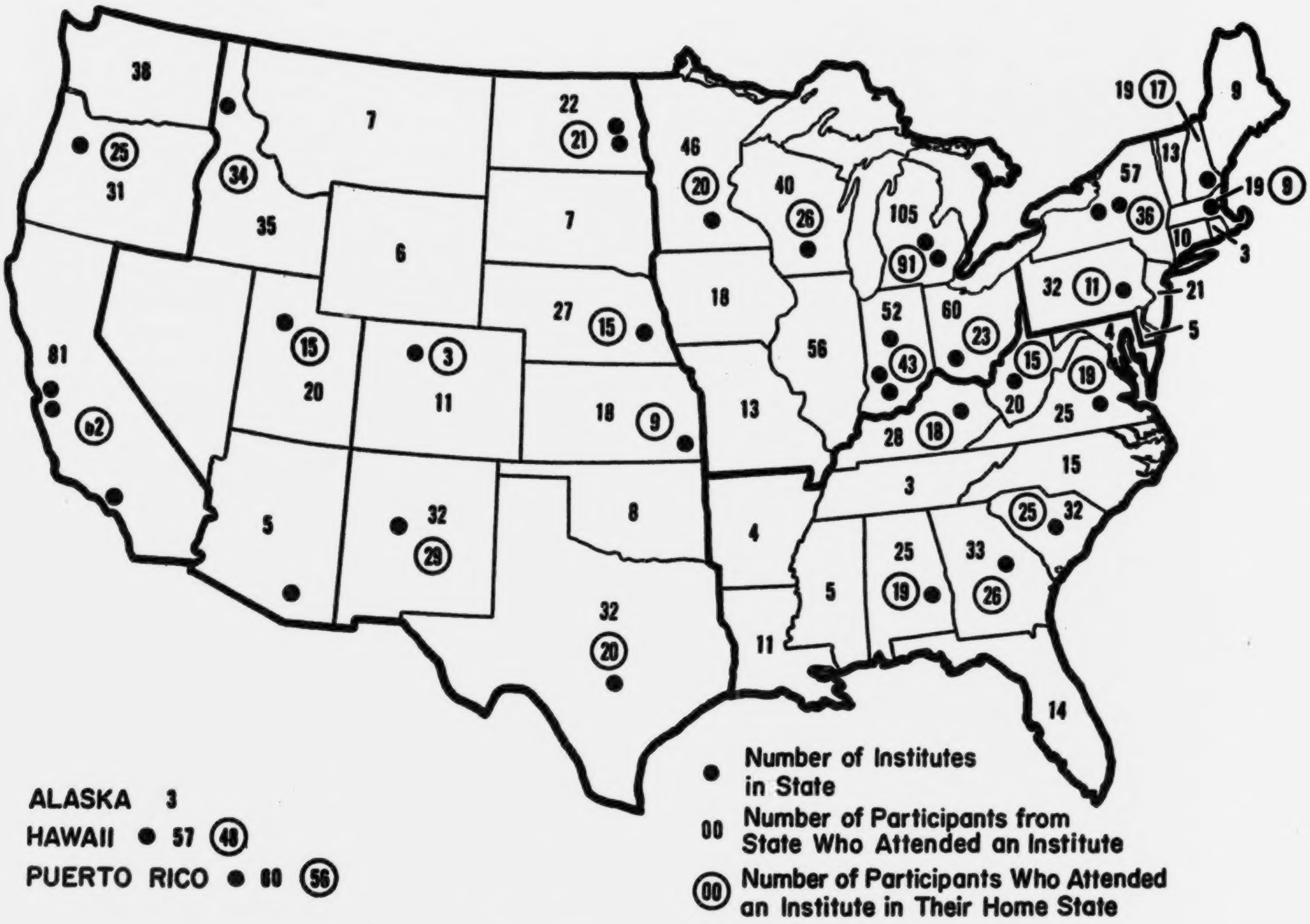
General Characteristics of Institutes

1. Of the 35 institutes for educational media specialists offered during Summer 1966, nineteen were classified as basic, for purposes of this study, five as "advanced", six as "television", and five as "special". Additionally, there were institutes for school library personnel (fourteen of them studied as part of this project).

2. During Summer 1966, a total of 742 participants were enrolled in basic institutes, 167 in advanced institutes, 177 in special institutes, and 210 in television institutes, for a grand total of 1,296 participants. These figures do not include participants enrolled in during-the-year institutes at Hofstra University or Syracuse University, or in the University of Southern California-Michigan State University-Syracuse University-Oregon College of Education at Monmouth special media institutes for institute directors.

3. Institutes were spread geographically from Hawaii across the continent to Puerto Rico. Five were in the East, six in the South, eight in the Midwest, ten in the Rocky Mountain and Plains Region, four on the Pacific Coast, one in Hawaii, and one in Puerto Rico.

4. Geographic origins of participants reflected a similarly broad distribution. A total of 356 participants came from the Midwest, 188 from the South, 167 from the East, 141 from the Pacific Coast, and 318 from the Rocky Mountain and Plains Region. Hawaii (50) and Puerto Rico (60) were not included in these totals. The geographic origins of a small number of participants were not determined.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ALASKA 3
HAWAII ● 57 48
PUERTO RICO ● 80 56
● Number of Institutes in State
00 Number of Participants from State Who Attended an Institute
00 Number of Participants Who Attended an Institute in Their Home State

Distribution of Educational Media Institutes and Participants

5. The 35 educational media specialist institutes were held in 27 different states and Puerto Rico. The largest number of such institutes (3) were in California and Indiana. Three states (Michigan, New York, North Dakota) offered two each.

6. Media specialist participants came from Puerto Rico and the Canal Zone and every state in the union but Nevada. States receiving the greatest assistance (50 or more residents enrolled somewhere) included: Michigan (105), California (81), Ohio (60), New York (57), Hawaii (57), Illinois (52), and Indiana (52). Similar data for school librarianship institutes are not given here since only 14 of 32 such institutes were involved in this study.

7. Some 735 participants enrolled in media specialist institutes in their home states (states of residence). States having the greatest (25 or more) frequency of such enrollments included: Michigan (91), California (62), Hawaii (48), Indiana (43), New York (36), Idaho (34), New Mexico (29), Wisconsin (26), Georgia (26), Oregon (25), and South Carolina (25).

8. Sizes of institute enrollments ranged from 20 to 120. The modal enrollment was 30; the mean was 37.

9. Institutes ranged in length from two to nine weeks. The mean length was 6.7 weeks; the modal (and median) length was 6 weeks.

General Characteristics of Participants

1. Typically, media institute participants were male (76%), married (83%), and about 37 years of age. School library personnel institute participants were typically female (85%), married (59%), and about 44 years of age.

2. The median number of semester units of graduate work previously completed by both media and librarianship institute participants was 36.

3. Approximately 57% of the participants in media specialist institutes held the master's degree, and many had completed additional work beyond this. Approximately 90% of the librarianship personnel had completed some graduate work; 43% had earned master's degrees.

4. For media institute participants as a group, 69% had completed a "basic audiovisual" course. A total of 15% of all participants had also completed an "administration" course in the field; 11% had completed a "graphics" course; 14% had completed a course in the "utilization of educational media." About 20% had completed one or more "librarianship" courses.

5. In the case of school library personnel, 60% had completed a "basic audiovisual" course, 13% a course in "utilization of educational materials," 5% a "graphics" course, 12% a course in "administration." Librarianship courses previously completed were represented by the following percentages: "selection of library materials," 93%; "basic reference materials and services," 87%; "school library administration," 85%; "reference and bibliography," 69%; "library and school relationships," 55%; and "technical processes," 45%.

6. Educational media institute participants typically worked in communities having populations of 25,000 or less. Approximately 94% of these participants worked in public schools. The largest single percentage (21%) worked in grades 1 through 6; 13% worked in school situations where their responsibilities were for grades 1 through 12; some 12% worked in a junior high school and 18% in senior high schools, grades 9 through 12; and only 9% of them worked in a central district office.

7. The majority (68%) of school librarianship participants worked in communities having populations of less than 100,000; about half of these worked in towns or small cities having populations of 2,500 to 25,000. Nine out of ten of them worked in public schools; 25% worked in high schools---grades 9 through 12, and 14% in junior high schools; 13% worked in schools containing grades 1 through 6 and 6% in schools containing grades 1 through 12. Only 2% of the participants reported they worked in county or district schools offices.

8. Participants frequently indicated they planned to continue their studies in the media field to obtain an advanced degree. Many of the participants who prior to the institutes combined teaching with additional audiovisual duties stated that they now desired to go into the field as full-time educational media specialists.

9. Pre-institute memberships of media participants in educational media oriented professional associations were as follows: Department of Audiovisual Instruction (NEA), 20%; state audiovisual associations, 23%; district or county audiovisual associations, 9%. For the librarians: Department of Audiovisual Instruction (NEA), 3%; state audiovisual associations, 3%; and district or county audiovisual association, 2%. However, 37% of these participants

belonged to the American Library Association, 27% to the American Association of School Librarians, 74% to state library associations, and 43% to a district or county library association.

10. Educational media personnel indicated they had been employed in teaching or other school work for a median of 11 years, and the librarians for 13.

Institute Objectives and Emphases

1. Most institute proposals included specific and detailed statements of objectives, while a few were brief and general. The consensus of on-site visitors was that statements of objectives produced greater clarity in design of institute instructional programs than those of a more general nature.

2. In almost all institutes, the objectives stated appeared to reflect directors' perceptions of actual job functions of media personnel in the schools.

3. In all institutes visited staff members were found to be satisfactorily aware of institute objectives and emphases (stated and implicit) and of both their own and other staff members' responsibilities in the over-all program. Student ratings also supported this finding.

4. Instructional programs of institutes appeared to be quite appropriate to the backgrounds and anticipated job needs of participants. This finding was borne out both in on-site visitor interviews with students and end-of-institute participant questionnaire returns.

Instructional Programs

1. Although varied with respect to quality, instructional programs of institutes visited appeared to represent sound professional education for educational media specialists and school library personnel. The scope and organization of most institute instructional programs seemed quite appropriate to their objectives.

2. All institutes visited used, in varying amounts, the following three instructional formats: (1) large-group presentations, (2) laboratory classes, and (3) small-group activities. Routinely, the large-group presentations were given as lectures; they involved only minimum use of educational media (including, even, the particular medium under discussion). A variety of small-group activities (including committee meetings, seminars, and discussion groups) were used frequently to integrate various elements of the instructional program. Effectiveness of laboratory-type classes appeared to be directly related to the availability of a sufficient number of trained staff members, adequate space, and a suitable variety and quantity of necessary equipment.

3. Institute content and the organization of the instructional program itself appeared to be appropriate to educational backgrounds and experiences of participants. On-site visitors generally agreed that the most successful instructional programs were those that were extensively individualized. It was also observed that enriched staffing (low student-staff ratios) were required to accomplish such individualization.

4. Most directors attempted, with evident success, to adjust their programs to accommodate some of the special needs and interests of participants not determined, in advance, as part of the regular selection process. Individual counseling (in most institutes) and differentiated assignments (in many, but not all institutes) facilitated such accommodation.

5. In many institutes, participants were grouped without regard to their previous level of skill or knowledge of content. Participants already having rather high levels of skill in performing some media tasks or having a demonstrated competence in some content areas were often required to repeat, unnecessarily, the learning experiences involved.

6. Institute programs judged to be most successful differed considerably from the usual didactic instruction of separate college courses for educational media personnel. The chief differences were found in the program's comprehensiveness, intensity, and integration and in the extent of their applicability to school responsibilities of participants.

7. Participants' ratings and oral and written comments indicated generally that they believed their own school situation would improve "considerably" or "greatly" as a result of their application of insights or skills learned through their institute experiences. They were especially pleased with the kinds of institute assignments and procedures that resulted in such things as plans of action, and proposed in-service programs which could be applied later to their own school situations.

8. Little attention appeared to be given in institute programs to techniques and findings of research and experimentation in relation to educational media and media administration.

Participants

1. It was apparent to on-site visitors that, for the most part, criteria guiding participant selection were well developed and that candidates were carefully screened. Directors and students also reported satisfaction with the quality of participants.

2. Nearly all participants expressed enthusiasm for the institute experience. It did appear that the more involved participants became in the institute program, and the more that was demanded of them, the greater was their enthusiasm. Most participants considered themselves as professional educators willing to devote their full attention (and time) to the institute; they did not resent heavy workloads that appeared to "lead somewhere."

3. Participants were frequently critical of program emphases they believed to be too theoretical, or without apparent application to their own school situations. However, in those institutes (chiefly the special institutes) that dealt in depth with some relatively unfamiliar subject, the necessary background of theory appeared to be well accepted.

4. While some institutes which limited selection of participants to specified geographical regions encountered difficulties in securing sufficient numbers of qualified applicants, others did not. Those which did encounter problems typically restricted applicants to a small region (e.g., a state) and/or had quite specialized instructional programs. It appeared to be especially difficult to attract supervisors or other administrators (as opposed to single school media coordinators) for more than two or three weeks during the summer.

5. There is some evidence to suggest that in several institutes participants selected were so heterogeneous with respect to ability and experience backgrounds as to pose serious instructional problems. It is believed, however, that the gathering of additional information about applicants, including records of performance on various pre-institute tests, would provide data needed to solve this problem.

6. Many directors and participants favored geographic heterogeneity of participants as a means of enriching institute experiences through the sharing of ideas and experience by persons from different parts of the country.

7. Directors and on-site visitors agreed that the geographical area served by institutes influenced the characteristics of participants selected . Those serving limited geographical areas frequently showed a greater range of participant competencies than those drawing participants from larger areas.

8. Participants stressed the need, in future institutes, (a) for greater variety and quantities of materials and equipment, (b) for more attention to grouping participants according to ability, (c) for individualization of instruction, and (d) for larger facilities (or fewer participants).

Staff

1. The estimated quality (in terms of education, experience, and the like) of staff members in institutes visited varied considerably. However, for the most part, they appeared to have been suitably selected and to have been assigned teaching duties that capitalized on their instructional strengths.

2. The quantity of staff members in most institutes visited appeared appropriate for the number of participants and the program involved. The median instructional staff-to-student ratio was 8:1[1] for media institutes; for librarianship institutes it was 11:1[1]. Many staff members interviewed during on-site visits stated that they had devoted much more time to the instructional program of the institute, day and evening, than they normally did for regular during-the-year sessions.

3. Participants themselves were generally pleased with the quality and quantity of staff members in their institutes. They also appreciated having them available for consultation and individual assistance at various hours of the day and evening.

4. Successful use of part-time or short-term consultants was seen to require: (a) selection of people competent in the field who have something to say and a flair for saying it, (b) clear definition of the consultants' presentation assignments, (c) careful review for consultants of what has preceded their presentations and what is to follow then, and (d) sufficiently long time for consultation to permit students to pursue and to seek answers to questions.

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[1] "Full-time equivalent" professional positions for instruction only.

A frequent criticism of both on-site visitors and participants was that too many consultants were used and in ways that were contrary to such standards.

5. The nucleus of the typical institute staff was recruited, in most cases, from the host institution's own instructors. These individuals were found to be well acquainted with existing resources and facilities of their campuses.

6. Part-time staff members, usually recruited from other institutions or agencies, were apparently selected with care to supplement regular staff strengths.

7. Graduate students were used in many institutes to assist with laboratory instruction. They assumed teaching responsibilities in only a very few institutes.

8. Through careful planning, some directors were able to coordinate teaching assignments of their institutes and to avoid overlaps or inappropriateness of assigned responsibilities. Several procedures were used: (a) Prior to the institute, a one- or two-day staff meeting was held for initial planning, (b) the staff was later brought to the campus for at least a week prior to the beginning of the institute to engage in detailed program planning, and (c) institute participants were given a pre-test or self-rating instrument to use in estimating their own competencies and interests in a number of broad goals related to institute purposes. Results of such tests and ratings were used in developing plans for class activities and emphases.

9. Once the institute had begun, many directors continued with activities similar to the following to ensure coordination of the instructional program: (a) frequent staff meetings during which problems were identified and solutions worked out cooperatively, (b) issuance of regular newsletters, (c) visits of instructors to each others' classes, and (d) scheduled group meetings of staff with participants to discuss problems, decisions, and evolving plans.

Instructional Resources

1. Instructional resources directly related to the specialized purposes of institute programs appeared to be adequate for all institutes; for many, they were excellent.

2. Field trips were used to good effect by all institutes visited. It was noted, however, that each trip required careful planning to insure relevancy to the sequence and content of instruction.

3. Institute library collections of both printed and non-printed materials were drawn typically from local sources and, hence, were often deficient in areas not heavily emphasized in local instructional programs. Despite some deficiencies of coverage, however, participants regarded these local collections as valuable and helpful adjuncts to their studies.

4. All institutes either provided their own collections of related instructional equipment or arranged to use those of others, as needed. In most cases, these collections appeared to sample adequately the latest and best items available.

Facilities

1. For the institutes as a group, physical facilities appeared to be their least adequate aspect. Facilities of visited institutes were rated as ranging from excellent to poor with respect to their appropriateness for programs involved. For example, very few of the institutes were offered in specially designed facilities that could be described as modern instructional materials or educational media centers. Instead, the majority of them used typical, standard classroom installations which could not be regarded by participants as setting standards or as modeling desirable media facilities. These same judgments were reflected in student end-of-institute ratings and written comments.

2. All institutes provided facilities for both large and small group instruction. In most cases, too, the institute complex itself was provided for the sole use of institute classes, thus permitting continuous instruction uninterrupted by bells or non-institute classes. It was apparent, however, that many of the large group meeting rooms were inadequate with respect to size, ventilation, and design. While laboratory facilities were adequate, in most cases, for small group work, they tended to be inadequate in meeting the heavy evening demands of participants.

3. Living and dining arrangements observed by on-site visitors were rated from excellent to good. Many institutes arranged to have a special meeting room in the college cafeteria to permit the scheduling of regular institute luncheons and dinners.

Administration

1. Host institutions were judged to have provided good to excellent administrative support to visited institutes. In nearly all cases the local administration appeared to have expedited the filling of directors' requests for service. Participant stipends were paid promptly, room and board costs were generally in line with expectations, and there were no unnecessary delays or frustrations during registration. Participants themselves were especially well pleased with these aspects of their institutes.

2. Directors and on-site visitors generally agreed that directors needed more released time prior to the beginning of the institute session. Lack of sufficient released time was seen to have handicapped many directors in their preplanning---especially with regard to selecting staff and participants.

3. Both staff and participants appeared to be well aware of the nature of administrative assignments for the institutes---of "who was responsible for what."

4. The median expenditure-per-enrollee-per-week for Summer 1966 was $137 (as compared with $115 for Summer 1965). This figure reflects an increase in the amount of instructional and material support of the institutes.

Short-term Changes in Participants

1. Changes in participants' own estimates of their competence (pre- to post-institute) varied by type of institute group. They ranged, on a nine-point scale, from a mean increase for advanced institute participants of 1.67 to a mean increase of 2.81 for those in basic institutes.

2. There was a high correlation between pre-institute interest expressed in the various broad goals of possible concern in instruction to the actual instructional emphases. Participants were evidently able to study and to improve themselves in areas in which they were interested in studying or improving.

3. Participants showed relatively large gains in estimated competence (pre- to post-institute). While increases were greatest in areas emphasized most in the programs of instruction, gains were shown for all broad goals regardless of whether they were so emphasized. Perhaps such gains may be explained in a number of ways: (a) In any institute group, someone is likely to have a particular competence whether or not that competence is developed in others---and for that he may become "the teacher," (b) institutes provide many opportunities for individual pursuit of topics of special interest, whether or not they are treated in group sessions, and (c) it is possible that a "reverse halo effect" may have operated to cause participants to down-grade initial estimates of competence for certain goals but to correct them at the end of the institute after having an opportunity to compare their abilities with others in the group.

4. While differences were noted in the pre-institute interest of participants in each of 23 broad goals, the general level of interest expressed for each was relatively high. End-of-institute ratings for these goals reflected these same differences and a similarly high level of interest. These facts suggest that participants' ratings of their interests in the broad goals were quite stable and not particularly affected by institute experiences.

5. Institute experiences evidently did little to change the mean level of interest in specific broad goal areas. Items in which participants were most interested before the institutes began were those in which they were most interested at the end.

6. Without doubt, gains in estimated competence were largest for those of the 23 broad goals that were emphasized in the institutes. Instruction thus appeared to produce increased competence.

Recommendations

Here again, the recommendations that follow are believed to apply quite generally to all five types of institutes (basic, advanced, TV, special, and librarianship) discussed earlier in this report. They are derived from EMIE staff interpretations of available data (on-site visitors' reports, participant questionnaire responses, and institute proposals). The separate chapters that follow should be consulted for specific recommendations applicable to each institute type.

Objectives and Emphases

1. Design and implement a comprehensive study to identify the nature of various services and functions performed or provided by practicing educational media personnel in the field. Assess such an analysis to discover omissions or gaps and to determine those functions that are properly "professional" and those that ought to be classed as "non-professional" or "sub-professional." In the light of such findings, future institute directors should be able to design better (more relevant) institute programs. Design institute programs to explore new skills and information appropriate to expanding job responsibilities of participants, as based on such studies.

2. Give increased attention to stating objectives behaviorally so as to facilitate instruction and evaluation of each important aspect of media specialist institute programs. The careful spelling out of objectives with more exactness than is usually reflected in institute proposals should precede release of brochures and other materials inviting applications from participants.

3. Give increased attention in institute planning to "message design" functions of practicing educational media specialists and to their professional "media" relationships with teachers or with other school personnel in effectively integrating a variety of resources in day-to-day classroom instruction. The media specialist's role in introducing "instructional systems" and in obtaining and acting upon the implications of critical feedback data about them need especially to be considered.

4. Provide participants with pertinent, up-to-date information and advice concerning media related equipment and instructional materials for their schools. Recent infusions of large sums of federal money into the educational market, coupled with rapidly changing products, make this recommendation especially important.

Instructional Program

1. Consider offering more instruction in "sections" geared to varying levels of participant ability and interests. Consider also a voluntary attendance plan that leaves the participant free to judge from advance descriptions whether he is suitably conversant with or skilled in using or preparing material involved or whether his time would be better spent in engaging in some other activity. In all such cases, however, participants should be held to end-of-institute achievement levels spelled out in detail in the institute prospectus.

2. Provide opportunities in institutes for more problem-solving experiences with "real cases" (that is, with actual problems related to participants' job responsibilities) rather than to a kind of instruction that concentrates heavily upon more or less abstract principles associated with typical "sit and listen" lecture classes.

Facilities

1. Give increased attention in assessments of funding proposals to the quality, modernity, technical sophistication, and adequacy of physical facilities proposed to be set aside for use by media specialist institutes.

2. Consider making more use of public school, district, or county IMC facilities as settings in which to offer media specialist institutes, thus providing environments more closely resembling those in which participants will later conduct their work.

Administration

1. Several pre-institute staff meetings are recommended. One should be held at least six weeks prior to the starting date of the institute and one or more during the week just prior to its beginning. The first meeting should provide opportunities for each staff member to clarify the nature of the objectives and content of portions of the institute program for which he will have responsibility. It should also mark the start of still more pre-institute planning in regard to the selection of instructional materials, the development of pre-test materials, the selection of textbooks and other reference items, and the preparation of the institute plan to be distributed to participants during the first few days of the institute.

2. Released time for directors should begin as closely as possible to the time when announcement is made to identify funded institutes.

3. Provide institute directors with competent assistance prior to and during institute sessions to permit them to give maximum attention to coordinating and improving instructional programs rather than simply to attending more or less exclusively to routine details of institute management.

4. Institute directors should devote minimum time to teaching and maximum time to program supervision and administration.

5. Include in brochures announcing institutes a clear enumeration of principal goals and objectives, the general institute plans, and the nature of the clientele for whom programs are planned. Only through such means will participants be enabled to select institutes best suited to their backgrounds, abilities, and interests.

Instructional Resources

1. Develop improved procedures for controlling the reservation, circulation, and use of instructional materials resources (particularly printed types) for educational media specialist institutes, especially for those housed within the institute facility itself. Assign suitably qualified staff to manage such collections and to assist participants with various "instructional materials" problems (previewing and auditioning of audiovisual materials, photocopying materials for personal collections, and the like).

2. Provide a varied and adequate inventory of instructional resources, including both print and non-print materials, and sufficient opportunities for participants to become thoroughly familiar with them during the course of the institute.

Staff

1. Consider the possibility of employing in educational media institutes an interdisciplinary staff that is capable of relating to problems of educational communication. Unusually effective and stimulating professional insights may be expected to derive from intermixing specialists from such allied fields as educational media, psychology, communications, linguistics, cybernetic systems, educational research, and the like. These staff members should also be involved in planning so as to assure having their contributions relate more directly to other aspects of the institute program.

2. Include on the staff persons from outside the immediate geographical region of the institute in addition to those who come from the local campus or nearby locations.

3. Use fewer and more carefully selected outside short-term consultants and only when they can contribute significantly to, rather than compete with, on-going instructional activities.

4. Find ways to permit the appointment of especially well-qualified visiting staff members at ranks and pay rates somewhat higher than those usually assigned to similarly qualified local staff members.

Participants

1. Use one or more suitable pre-tests to assess the level of participant information backgrounds, and competence in various segments of the planned institute programs. This procedure will permit, to some degree, the tailoring of programs to

fit the special experiences and needs of participants.

2. Institutes whose programs are of a highly specialized nature or designed for participants with unusual experience backgrounds should not limit enrollments to residents of one state or a single small geographical region.

3. "Graduates" of NDEA educational media specialist institutes should be encouraged to become associated with and to take part in activities of appropriate professional organizations in the educational media field.

Other Recommendations

1. Consider the possibility of offering a "special media institute" (one week during the year) for directors of educational media specialist institutes. The emphases of such an institute could be upon: (1) specifying achievable and measurable behaviorable objectives for each type of institute, (2) planning effective learning experiences especially suited to such objectives, (3) compiling lists of critically evaluated instructional materials (monographs, articles, books, films, tape and disk recordings, filmstrips, transparency sets, and the like), related to those objectives, and (4) developing evaluative procedures to measure their achievement.

2. Find ways to insure proper multiplication of the impact of the media specialist institute. Consideration should be given to the idea of scheduling institutes to begin during the summer and to extend into the regular school year. Such an institute might have a one-week follow-up period conducted during October. This latter portion of the institute could then be aimed at implementing the transfer to their own school staffs what participants have learned in their institutes. This procedure would also be expected to provide useful ideas for in-school workshops for classroom teachers or other school personnel.

3. Regularly revise evaluation criteria to be used by the individuals reading and rating educational media specialist institute proposals, as experience permits, to identify more clearly elements of proposals that should be judged and weighted. Professionals within the field of educational media should be invited to assist in making such determinations and in writing copy to be included in official USOE proposal manuals and evaluation forms. Consistency in statements of criteria appearing in these publications should encourage the planning and funding of better educational media specialist institutes.

4. Fund more academic year institutes than in the past. This practice will permit greater numbers of educational media generalists presently employed in key positions (especially those in district and county units) to receive advanced, high-level instruction without using up vacation time or seeking special leaves of absence.

Ch. 2

Selected Characteristics of Media Institutes

Institute Types

The EMIE 1966 evaluation plan called for intensive "case" study of the several different types of Summer 1966 educational media specialist institutes. Experiences involved in the previous Summer 1965 evaluations revealed the considerable overlap between institutes categorized as "Code 1, Code 2, and Code 3," and "Special." It was therefore determined that for this second year's study it would be preferable to give added weight, in any reclassification scheme used, to: (1) the specific selection criteria and (2) institute content described in informational brochures. Items thus considered in making the classifications used in this report included:

- Previous educational preparation required in the media field;
- Previous on-the-job experience in performing educational media activities required;
- Present or immediately anticipated educational media responsibilities;
- Instructional program content of the institute.

Using these four items, then, it was possible to classify the 35 Summer 1966 media specialist institutes into four groups, as follows:

- 19 basic institutes (eighteen Code 3 and one Code 2) which planned to enroll only participants with minimal educational preparation, experience, and/or media responsibilities who were or planned to become educational media specialists;
- Five advanced institutes (two Code 1 and three Code 2) which planned more sophisticated instructional programs intended to up-date and improve the competencies of already-employed media specialists whose previous educational backgrounds included several completed "educational media" courses and whose present or immediately anticipated job assignments were at the multi-building or district level;
- Six television institutes (five Code 3 and one Code 2), classified simply on the basis of institute content (television);

Table 2-1

CLASSIFICATION OF INSTITUTES

Type	Educational Media Specialist Institutes	
Basic	Auburn University (3)	SUNY, College at Oswego (3)
	Concordia Teachers College (3)	University of Puerto Rico (3)
	University of Georgia (3)	Purdue University (3)
	Indiana State University (3)	San Francisco State College (3)
	Mankato State College (3)	San Jose State College (3)
	Michigan State University (3)	University of Utah (3)
	University of New Hampshire (3)	Virginia State College (2)
	University of New Mexico (3)	West Virginia State College (3)
	University of North Dakota (3)	University of Wisconsin (3)
	Oregon State University (3)	
Advanced	Boston University (2)	University of Southern California (1)
	University of Colorado (1)	University of Texas (2)
	Indiana University (2)	
Television	Columbia College (3)	Kansas State College of Pittsburg (3)
	University of Hawaii (3)	Miami University (2)
	University of Idaho (3)	Wayne State University (3)
Special	University of Arizona (3)	University of Pennsylvania (2)
	University of Kentucky (3)	Syracuse University (1)
	University of North Dakota (3)	

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* Five special institutes (three Code 3, one Code 2, and one Code 1) considered for this classification according to two factors: (a) the relative narrowness of the range of topics (i.e., institutes that were specific rather than general in their content), (b) characteristics of participants (superintendents, principals, and supervisors, for

example, who were not themselves media specialists but who were interested in considering media problems from their particular points of view---often in mixed sessions including media specialists and other educational personnel).[1]

Resulting classifications in Table 2-1 were based upon data contained in: (1) institute brochures, proposals, and/or plans of operation; (2) a USOE information booklet describing Title XI NDEA institutes for advanced study for Summer 1966 and during 1966-67 (USOE publication OE-55038-66); and (3) personal correspondence with directors involved. The original "Code 1, 2, or 3" classifications assigned to these institutes by USOE appear in parentheses following each entry. Detailed descriptions of institute objectives, selection criteria, participant characteristics and the like appear in the separate descriptive chapters (4-7) following.

Institute and Participant Distribution

The 35 Summer 1966 educational media specialist institutes were spread geographically from Hawaii across the continent to Puerto Rico (Figure 2-1). Five of these institutes were in the East, six in the South, eight in the Midwest, ten in the Rocky Mountain and Plains Region, four on the Pacific Coast, one in Hawaii, and one in Puerto Rico. The largest number of such institutes (3) were in California and Indiana. Three states (Michigan, New York, North Dakota) offered two each.

The following institutions conducted educational media specialist institutes during Summer 1966:

East

Boston University, Boston, Massachusetts*
University of New Hampshire, Durham*
State University of New York, College at Oswego*
Syracuse University, Syracuse, New York*
University of Pennsylvania, Philadelphia

South

Auburn University, Auburn, Alabama
University of Georgia, Athens*
University of Kentucky, Lexington
Columbia College, Columbia, South Carolina
Virginia State College, Petersburg*
West Virginia State College, Institute

Midwest

Indiana State University, Terre Haute
Indiana University, Bloomington*
Purdue University, Lafayette, Indiana*
Michigan State University, East Lansing*
Wayne State University, Detroit, Michigan
Mankato State College, Mankato, Minnesota
Miami University, Oxford, Ohio*
University of Wisconsin, Madison*

Rocky Mountain and Plains Region

University of Arizona, Tucson
University of Colorado, Boulder*
University of Idaho, Moscow
Kansas State College of Pittsburg, Pittsburg*
Concordia Teachers College, Seward, Nebraska
University of New Mexico, Albuquerque
University of North Dakota, Grand Forks (2 institutes)*
University of Texas, Austin*
University of Utah, Salt Lake City

Pacific Coast

San Francisco State College, San Francisco, California
San Jose State College, San Jose California*
University of Southern California, Los Angeles*
Oregon State University, Corvallis*

Hawaii

University of Hawaii, Honolulu*

Puerto Rico

University of Puerto Rico, Rio Piedras

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[1] The five "special" institutes and their chief distinguishing characteristics, as studied here, included the following: (1) University of Arizona, college teachers; (2) University of Kentucky, elementary principals and Head Start supervisors; (3) University of Pennsylvania, training in programmed instruction; (4) Syracuse University, specialists, administrators, and trainers of teachers; and (5) University of North Dakota, small school administrators (two week session).

*Institutions that also conducted Summer 1965 educational media institutes (19 in all)

The number of educational media specialist institute participants who attended institutes in their home states are shown enclosed in circles in Figure 2-1. The number of individuals from each state who enrolled in such an institute anywhere are shown in Figure 2-1 as unenclosed arabic numerals.

Participants came from Puerto Rico and the Canal Zone and from every state but Nevada. States receiving the greatest assistance (50 or more residents enrolled somewhere) included: Michigan (105), California (81), Ohio (60), New York (57), Hawaii (57), Illinois (52), and Indiana (52).

Some 735 participants enrolled in educational media specialist institutes in their home states (states of residence). States having the greatest frequency (25 or more) of such enrollments included: Michigan (91), California (62), Hawaii (48), Indiana (43), New York (36), Idaho (34), New Mexico (29), Wisconsin (26), Georgia (26), Oregon (25), and South Carolina (25).

In the Midwest, the eight media specialist institutes offered enrolled 356 individuals. Of these 203 (57%) were residents of the state in which institutes were held. In the South, six institutes were offered, enrolling 188 individuals. Of these, 122, or 65%, were residents of the state in which the institute was held. In the East, five institutes were offered enrolling 167 individuals. Forty-four per cent, or 73 individuals, were residents of the state in which the institute was held. On the Pacific Coast, four institutes were held enrolling 141 individuals. Of these, 87 (62%) were residents of the state in which the institute was held. In the Rocky Mountain and Plains Region, 10 institutes were held enrolling 318 individuals. One hundred and forty-six, or 46%, were residents of the state in which the institute was held.

Institute Enrollment and Length

Individual institute enrollments ranged in size from 20 to 120. The modal enrollment was 30; the mean was 37.

Institutes ranged in length from two to nine weeks. Eighteen were of six weeks duration, 12 were of eight weeks duration. The mean length was 6.7 weeks.

Institute Support

Two indices, student-to-faculty ratio and expenditure-per-enrollee-per-week, were developed from information supplied in Plans of Operation for 35 educational media specialists institutes.[1] These figures are believed useful indicators of the amount of instructional and material support the institutes provided participants.

For Summer 1966 educational media institutes, the student to faculty ratio ranged from 14:1 to 5:1. The median student to faculty ratio was 8:1. When compared with data for Summer 1965 educational media specialist institutes (median 12:1, range 40:1 to 6:1), student-to-faculty ratios for 1966 show a considerable improvement.

The median expenditure-per-enrollee-per-week increased from $115 in 1965 to $137 in 1966.[2] Among Summer 1965 media institutes the expenditures-per-enrollee-per-week ranged from $233 to $63, a difference of $170. Among Summer 1966 media institutes, this figure ranged from $219 to $99, with a difference of $120.

Both indices suggest that, with respect to support afforded participants for Summer 1966 as compared to Summer 1965 media institutes, differences among institutes were reduced, while at the same time, the average level of support increased.

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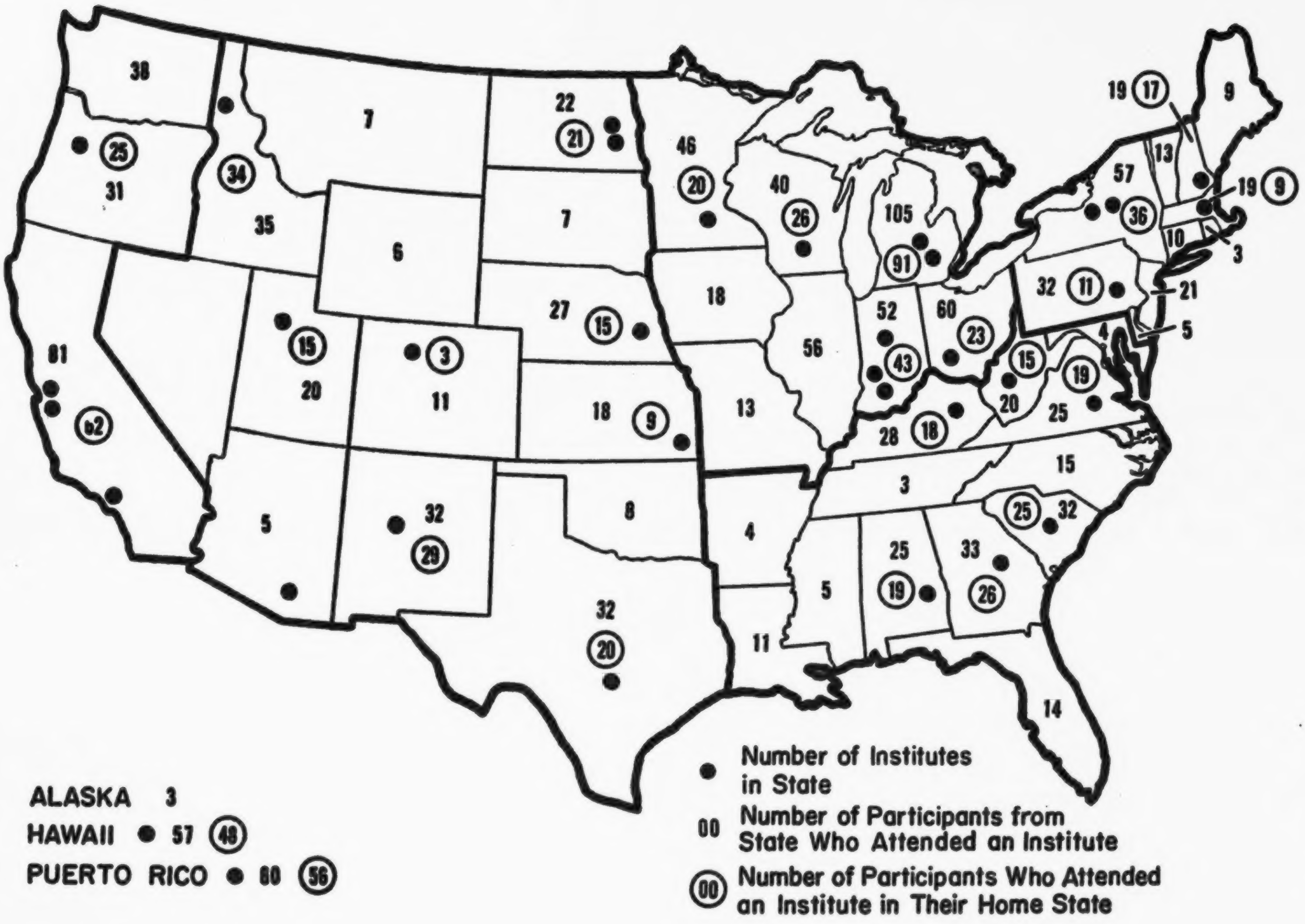
[1] Faculty is defined here as staff members engaged as instructors, with their assigned time expressed in terms of "full-time equivalent (FTE)". Such staff members do not include administrative, technical, or graduate assistants; nor do they include consultants or guest lecturers. However, teaching loads of directors and/or assistant directors are included in the total FTE.

[2] Expenditure is defined as the total of direct and indirect costs (stipends not included).

FIGURE 2-1


ALASKA 3
HAWAII ● 57 (48)
PUERTO RICO ● 80 (56)
● Number of Institutes in State
00 Number of Participants from State Who Attended an Institute
(00) Number of Participants Who Attended an Institute in Their Home State

Distribution of Educational Media Institutes and Participants

Ch. 3

Media Institute Participant Data

The information presented in Part I of this chapter was derived from participant responses to the Summer 1966 Pre-institute Personal Information Report Form, Section I: Background Inventory, returned from all 1,296 media institute participants. Data contained in Part II were obtained from similar returns from pre- and post-institute use of the Summer 1966 Personal Information Report Form, Section II., Interest Inventory: Broad Goals. Data contained in Parts III and IV were obtained from use of the Summer 1966 End-of-institute Personal Information Report Form, Section I. Institute Experiences.

The information is reported in four sections: the first deals with backgrounds and status of participants just prior to the time of enrolling in the institutes; the second deals with participants' ratings of their estimated pre- and post-institute competence with regard to a number of broad institute goals; the third deals with participants' written comments concerning institutes they attended; and the fourth deals with participants' objective ratings of various facets of institutes they attended. In most instances, data are discussed by institute types (basic, advanced, television, and special educational media specialist institutes).

Personal Data

Data concerning participants in educational media specialist institutes reveal quite specifically who successful applicants are, where they work and live, their education, their ages, their professional affiliations, and more.

Educational media institute participants may be typified as male (76%), married (83%), and approximately 37 years of age. Participants attending either the 1965 or 1966 educational media specialist institutes were quite similar on these three personal characteristics.

Approximately 57% of participants of educational media specialist institutes had at least a master's degree. This percentage figure did not differ from the Summer 1965 participants of educational media specialist institutes. There was little difference between Summer 1965 and Summer 1966 participants with respect to the percentage of such individuals who had completed additional work beyond the bachelor's degree. The median number of graduate semester units completed by participants prior to institute attendance was 36.

Participants in the educational media specialist institutes were also asked to indicate "new media" fields in which they had previously completed formal separate college courses. Sixty-nine per cent of them stated that they had completed a basic audiovisual course. Only 60% of the Summer 1965 participants had completed such a course. A total of 15% of the participants had also completed an administration course prior to the Summer 1966 institutes; 11% had completed a graphics course, 14% had completed a course in the utilization of educational media.

The majority of Summer 1966 educational media specialist institute participants were found to be working in communities having populations of 25,000 or less. Approximately 94% of these participants worked in public schools. The largest single percentage (21%) of the participants reported that they worked primarily in grades 1-6. Thirteen per cent reported they worked in school situations in which their responsibilities were for students in grades 1-12. Junior high school responsibilities accounted for the work of 10% of all participants. It is of interest to note that participants listing their work situation as a central or district office declined from Summer 1965 (34%) to Summer 1966 (9%).

Summer 1966 participants also reported they had been employed in teaching and/or other professional educational services for a period of approximately 11 years.

Participants also were asked to indicate the amount of responsibility (full-time or part-time) they have, or had, for: (1) audiovisual activities; (2) library activities; and (3) a combination (instructional materials center) of library and audiovisual activities. The majority of participants stated that they have, or had, responsibility for audiovisual activities in their work situation. Approximately one-fourth of the participants indicated that they have, or had, responsibility in an instructional materials center; approximately 20% have, or had, responsibility for various library activities.

Participants were also asked to indicate if they devoted time, during any applicable percentage of their paid professional day, to various other educational duties. The majority of the participants indicated that they spent some time as classroom teachers. The next highest percentage indicated that they had responsibility as audiovisual coordinators. The percentage of participants who had school administrative duties exceeded materials production specialist, instructional materials center director, librarian (without audiovisual responsibility), and instructional television specialist.

In response to a question concerning membership in "educational media-oriented" professional organizations, approximately 20% of the participants indicated that they now belong to DAVI (NEA). Twenty-three per cent stated that they belong to a state audiovisual association, and 9% of all the participants belonged to a district or county audiovisual association. Membership in DAVI, as stated by the Summer

1965 educational media specialist institute participants, was 28%. The other organizational membership, i.e., state audiovisual and district or county audiovisual association membership, was approximately the same for both years.

Summer 1966 participants in educational media specialist institutes were also questioned regarding membership in other professional groups. Membership was reported with the most frequency at the state level (83%). The next most common membership group was the district or county organizations (74%). Approximately 70% of the participants indicated membership in the National Education Association. Differences in percentages between Summer 1965 and the current population of this study appeared to be insignificant.

Participants' Ratings of Interest and Competence

Information reported in this section was derived from analyses of participant responses to the Section II. Interest Inventory: Broad Goals, portion of the 1966 pre-institute and end-of-institute Personal Information Report Forms.[1] The information deals with participants' ratings of their estimated pre- and post-institute interest and competence with regard to the 23 broad goals. There was a period of approximately three months between administrations of the pre- and end-of-institute Personal Information Report Form, Section II, was identical in both.

The following directions appeared in Section II:

> Statements following describe a number of educational media activities regarded as closely related to typical employment situations. Use the self-appraisal scale to indicate for each statement: (1) its interest to you, personally, and (2) your present competence with respect to it. Although some goals may not be related to the institute you have been selected to attend, we should like to have your rating of all of them, nevertheless.
>
> Select the number (1-9) which best describes each statement's interest to you and your competence with respect to it.

The "self-appraisal scale" itself was a nine-point continuum with written labels attached only to the highest (9), lowest (1), and middle, or neutral (5), rating points. These labels, for interest and competence respectively, were: (1) "of no interest" and "no competence"; (5) "of some interest" and "some competence"; and (9) "of high interest" and "high competence."

For each broad goal, a mean was computed from participants': (1) pre-institute interest ratings; (2) post-institute interest ratings; (3) pre-institute ratings of competence; and (4) post-institute ratings of competence. These mean ratings, rounded to two places, are listed by institute type in Table 3-1.

Inspection of the means in Table 3-1 will show that: (1) for each broad goal, post-institute competence ratings by participants in every institute type were higher than comparable pre-institute competence ratings; and (2) post-institute interest ratings (regardless of institute type) with respect to various broad goals were quite similar to pre-institute interest ratings.

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[1] All broad goals are listed in Table 1.

Table 1. Mean pre-and post-institute ratings of interest (I) and competence (C) with respect to 23 Broad Goals* by participants in basic, advanced, television, and special educational media specialist institutes.

Broad Goals	Educational Media Specialist Institutes								
	Basic		Advanced		TV		Special		
	I	C	I	C	I	C	I	C	
1. Become aware of the nature of significant literature, research findings, leaders, and outstanding programs in the educational media field (15)	7.4	3.2	7.7	4.2	7.3	3.2	7.5	3.5	Pre
	7.6	5.8	7.8	5.8	7.6	5.8	7.6	5.9	Post
2. Becoming acquainted with the nature of significant recent changes in educational practices (team teaching, independent study, grouping etc.) and curricular emphases and their relevance to educational media (17)	8.1	4.1	7.9	4.7	8.1	4.3	8.2	4.2	Pre
	8.1	6.3	8.1	6.0	8.0	6.2	8.0	6.1	Post
3. Learn more about significant theoretical aspects and roles of new media in educational communication (19)	7.2	3.0	7.5	3.8	7.2	3.0	7.3	3.2	Pre
	7.6	6.0	7.8	5.6	7.6	6.0	7.6	5.7	Post
4. Coordinate and/or perform evaluation of, experimentation with, and research regarding applications of educational media in various learning situations (21)	7.6	3.0	7.6	3.6	7.4	3.0	7.3	3.1	Pre
	7.5	5.6	7.4	5.2	7.3	5.5	7.2	5.3	Post
5. Become better acquainted with the availability, content, and the use of source lists, catalogs, and evaluative listings pertaining to educational media (23)	7.9	4.5	7.7	5.3	7.3	3.7	7.5	3.9	Pre
	8.1	6.9	7.8	6.6	7.7	6.3	7.7	6.5	Post
6. Establish standards and procedures for the critical evaluation and selection of educational media and related materials by teachers, subject matter specialists, supervisors, and others (25)	7.9	3.3	7.9	4.6	7.2	3.3	7.6	3.4	Pre
	7.9	6.4	8.1	6.4	7.5	5.9	7.5	5.9	Post
7. Establish standards and procedures for the critical evaluation and selection of technological devices (projectors, teaching machines, language laboratories, and the like (27)	7.9	3.6	7.9	4.9	7.4	3.5	7.3	3.6	Pre
	7.8	6.2	8.0	6.3	7.3	5.6	7.3	5.7	Post
8. Develop skill and insight in working with teachers and students utilizing educational media resources (29)	8.6	4.5	8.7	5.8	8.4	4.4	8.5	4.4	Pre
	8.6	7.0	8.7	6.8	8.5	6.7	8.3	6.6	Post
9. Assist teachers in identifying needs for the use of educational media and related materials and equipment in the school organization in which you work (31)	8.5	4.5	8.7	5.7	8.4	4.4	8.3	4.4	Pre
	8.6	7.2	8.8	6.9	8.5	6.8	8.3	6.6	Post

	Educational Media Specialist Institutes								
	Basic		Advanced		TV		Special		
Broad Goals	I	C	I	C	I	C	I	C	
10. Improve your skills required for the local production of simple instructional materials (large transparencies, charts, mounted materials, 2" x 2" slides, and the like) (33)	8.4	4.2	8.3	5.6	7.8	4.4	8.0	4.0	Pre
	8.5	7.2	8.3	7.3	7.9	6.5	7.9	6.7	Post
11. Improve your skills required for the local production of more complex instructional materials (television programs, 8mm or 16mm motion pictures, synchronized sound-slide sets, etc.) (35)	7.1	2.2	8.3	3.4	7.5	3.0	7.1	2.5	Pre
	7.5	5.1	8.1	5.9	7.7	5.3	7.9	5.0	Post
12. Improve your skills required for technical processing (cataloging, classification, and subject heading) of instructional materials (37)	7.2	3.4	7.0	4.1	6.4	3.0	6.0	2.9	Pre
	7.5	6.0	7.4	5.6	6.4	4.8	6.6	5.0	Post
13. Become better acquainted with recommended administrative patterns and procedures for educational media programs; improve ability to organize and administer such programs (39)	8.0	3.1	8.2	4.6	8.2	3.2	7.5	3.2	Pre
	8.1	6.3	8.2	6.4	7.8	5.6	7.4	5.7	Post
14. Become better acquainted with the concept of the instructional materials center involving full integration of "print" and "non-print" materials and services (41)	7.9	3.1	8.0	4.3	7.3	2.8	7.6	3.0	Pre
	8.2	6.7	8.2	6.3	7.8	5.6	7.6	6.0	Post
15. Formulate a defensible plan of action for improving the educational media program of the school or organization in which you work (including both long- and short-term goals) (43)	8.4	3.4	8.5	4.8	8.2	3.6	8.1	3.5	Pre
	8.5	7.0	8.7	6.8	8.3	6.3	8.1	6.5	Post
16. Improve your grasp of factors, standards, and criteria involved in preparing, defending, and expending budgets for new educational media and services (45)	7.8	3.0	8.2	4.5	7.7	3.1	7.4	3.3	Pre
	8.0	6.1	8.3	6.2	7.8	5.5	7.6	5.7	Post
17. Become familiar with the scope of educational media available to your school organization through provision of federal or state funds (47)	8.3	3.4	8.2	4.8	8.1	3.4	8.2	3.5	Pre
	8.3	6.2	8.4	6.2	8.3	5.7	8.1	6.2	Post
18. Develop skill in managing inter-personal and personnel problems involved in administering educational media programs (49)	7.5	3.6	7.9	5.0	7.5	3.7	7.0	3.6	Pre
	8.0	6.2	8.3	6.4	7.9	5.8	7.3	5.6	Post
19. Develop a better understanding of the availability and application of automated data processing and information retrieval devices and systems (51)	6.5	1.9	7.3	2.3	6.4	2.3	6.7	2.0	Pre
	6.9	4.2	7.6	4.6	6.6	3.7	7.2	4.7	Post

	Educational Media Specialist Institutes								
	Basic		Advanced		TV		Special		
Broad Goals	I	C	I	C	I	C	I	C	
20. Learn more about standards and recent improvements in the design of educational facilities (buildings, media centers, classrooms, auditoriums, studios, etc.) to permit full and adequate use of educational media (53)	7.9	2.9	8.2	3.9	7.9	3.0	7.8	3.1	Pre
	8.1	6.0	8.3	6.1	7.8	5.0	7.8	5.6	Post
21. Become better acquanited with the characteristics, special advantages, uses and costs of various educational technological devices (copiers, recorders, self-study devices, etc.) (55)	8.1	3.4	8.1	4.8	7.8	3.5	7.9	3.6	Pre
	8.2	6.5	8.3	6.6	7.9	5.5	8.0	6.1	Post
22. Develop skill in operating new media equipment (projectors, television cameras, and the like) (57)	8.3	4.1	8.2	5.0	8.1	4.0	7.9	4.1	Pre
	8.3	6.9	8.2	6.7	8.2	6.4	7.8	6.3	Post
23. Improve your skills required for the necessary simple maintenance of technological equipment (projectors, playbacks, etc.) (59)	8.1	4.1	7.5	5.0	7.9	3.9	7.4	4.0	Pre
	7.8	6.4	7.2	6.2	7.6	5.3	7.2	5.7	Post
n	742		167		210		177		

By institute type, the three broad goals receiving highest pre-institute mean interest ratings were: Basic-8, 9, 15; Advanced-8, 9, 15; Television-8, 9, 15; and Special-8, 9, 17.

By institute type, too, the three broad goals receiving lowest pre-institute mean interest ratings were: Basic-12, 11, 19; Advanced-3, 19, 12; Television-6, 12, 19; and Special-11, 18, 12.

By institute type, the three broad goals receiving highest pre-institute mean competence ratings were: Basic-9, 5, 8; Advanced-8, 9, 10; Television-9, 10, 8; and Special-9, 8, 2.

By institute type, the three broad goals receiving lowest pre-institute mean competence ratings were: Basic-20, 11, 19; Advanced-4, 11, 19; Television-4, 14, 19; and Special-12, 11, 19.

For basic media institute participants, largest pre- to post-institute gains in competence were found for broad goals 15 and 14; the smallest were for broad goals 2 and 23. For advanced media institute participants, these gains in competence ratings were largest for broad goal 10 and smallest for goals 8 and 23. For participants in television institutes, gains in competence were largest for goal 3 and lowest for goals 19 and 23. For special media institute participants gains in competence proved highest for broad goals 14 and 15 and lowest for 2 and 23.

Broad goals receiving pre-institute high interest-low competence ratings (above average interest ratings and below average competence ratings) might be regarded as defining areas worthy of additional emphasis in institute programs since they denote knowledges and/or skills for which participants have considerable desire but low competence. Broad goals so identified for the different institute types were: Basic-15 and 17; Advanced-11 and 13; Television-13 and 20; and Special-20.

A separate mean rating was computed for pre-institute interest, pre-institute competence, post-institute interest, and post-institute competence for all broad goals taken together. These average ratings are shown in Tables 3-2 and 3-3 to illustrate the relative difference between stated pre-institute and post-institute interest and competence of participants in different types of institutes.

For all institute types, participants' pre-institute ratings of interest were relatively high while their pre-institute ratings of competence were relatively low. For the broad goals, taken together, participants in advanced media institutes had the highest average pre-institute ratings of both interest and competence.

Pre- to post-institute gains in interest and in competence with respect to the broad goals, taken together, are shown in Table 3-3. Over-all post-institute ratings of participant interest in each institute type were higher than pre-institute ratings. Changes in participant interest were small for the various educational media specialist institutes. There was a marked increase with respect to pre- and post-institute ratings of participant competence to achieve broad goals. This was especially true for basic institute participants.

Two sets of correlation coefficients were computed. The first series of correlation coefficients was computed to ascertain relationships between pre-institute ratings of interest and estimates of competence. The second set of correlation coefficients was computed to determine the relative stability of interest and competence ratings over the three-month period between pre- and post-institute administrations of the form. To carry out these steps, broad goals were first ranked for each institute type from high to low with respect to mean interest and competence ratings. Spearman's rank order correlation (rho) coefficients were then computed between: (1) pre-institute ranks of interest and competence (see Table 3-2), and (2) pre- and post-institute ranks of interest and between pre- and post-institute ranks of competence (see Table 3-3).

Results showed that, for all four types of media institutes, there was a high correlation between the two pre-institute ratings---one for interest and the other for competence---regardless of the intensity or level of the interest or competence in question (see Table 3-2). Typically, prior to the institutes, high interest goals were also seen to be high competence goals; low interest goals were low competence goals. This tendency appeared to be most pronounced among basic media institute participants and least pronounced among those enrolled in advanced media institutes.

Table 2. Summary of analyses of pre-institute ratings of interest (I) and competence (C) by participants in basic, advanced, television, and special educational media specialist institutes.

	Educational Media Specialist Institutes							
	Basic		Advanced		TV		Special	
	I	C	I	C	I	C	I	C
Mean (x) =	7.85	3.46	7.98	4.54	7.63	3.46	7.57	3.47
rho =	.70		.40		.59		.51	

Table 3. Comparison of pre- and post-institute ratings of interest and competence by participants in basic, advanced, television, and special educational media specialist institutes.

	Educational Media Specialist Institutes															
	Basic				Advanced				TV				Special			
	Interest		Competence		Interest		Competence		Interest		Competence		Interest		Competence	
	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post	Pre	Post
Mean =	7.85	7.99	3.46	6.27	7.98	8.08	4.54	6.21	7.63	7.74	3.46	5.74	7.57	7.61	3.47	5.87
Change =	+.14		+2.81		+.10		+1.67		+.11		+2.28		+.04		+2.40	
rho =	p=.90		p=.78		p=.85		p=.85		p=.84		p=.75		p=.93		p=.78	

Results for all institute types also showed a high correlation between pairs of ratings for interest (pre- to end-of-institute) and for competence (also pre- to end-of-institute) as shown in Table 3-3. Broad goals which participants rated as most interesting to them prior to the institute also tended to receive highest interest ratings following the institutes; broad goals rated as least interesting by participants prior to the institute ended to receive lowest interest ratings following the institute, regardless of institute type. This same trend held true for competence ratings as well. There was, then, a high degree of stability among the many broad goals with respect to their rank from high to low competence and from high to low interest.

Participants' Written Responses

In Section I. Institute Experiences, of the End-of-Institute Personal Information Report Form, participants were asked to write comments or suggestions with regard to each of the following: (1) institute activities or special projects in which they participated which they believed were likely to be of greatest value to them in their future work with educational media; (2) institute activities or special projects in which they participated which they believed were likely to be of least value to them in their future work; (3) estimates of the strengthening or changing of their future plans resulting from institute experiences; and (4) desirable ways of improving future institutes of the type attended.

Basic Media Institutes

In their comments with respect to most valuable activities or projects in the basic institutes, participants uniformly listed graphics production and, in combination with the utilization of the overhead projector, the production of large transparencies. Participants frequently cited as most valuable the preparation of slides and/or a photography instructional unit. Outside of laboratory or production activities, participants often cited the preparation of a plan of action for their school media program, the compilation of an audiovisual notebook or in-service kit for use in working with teachers.

Activities or projects mentioned by participants as least valuable to them concentrated on "sit-and-listen" type activities -- lecture, seminars, and content presentations oriented towards theory. While participants occasionally cited a unit on some specific medium as being most valuable, on the whole, activities dealing with programmed learning, television production, radio, and data processing were cited as being "least valuable." Participants also listed, to a lesser extent, field trips, and units on library science or library materials as least valuable.

Participants' suggestions for the improvement of future institutes stressed the need for: (1) increased emphasis on laboratory/production activities with a corresponding de-emphasis of lecture/theory type classes; (2) greater variety and quantities of equipment and materials available for study or use; (3) more attention to grouping participants according to ability, to providing individual attention or more time in which to allow them to pursue their own interests or special projects; and (4) larger facilities or fewer participants for each institute group.

There was considerable uniformity with respect to future plans of participants. They frequently indicated, for example, that they planned to continue their studies in the educational media field, especially towards a master's degree. They also planned to develop an educational media resource center or instructional materials center in their own schools or school districts. Many of the participants who, prior to the institutes, combined teaching with additional audiovisual duties stated that they now desired to go into the field as full-time educational media specialists, preferably at the district level.

Advanced Media Institutes

The specific media activities and/or aspects of the instructional programs which participants in advanced educational media specialist institutes listed as of most or least value were somewhat unique for each of the five institutes involved. Generally speaking, however, they were seen to be most pleased with: (1) lectures which were "not too theoretical," (2) instructional units which were covered in sufficient depth but which were not so detailed as to detract from the time available for other emphases, and (3) activities or media which were "new," i.e., with which they were relatively unfamiliar.

With respect to the improvement of future institutes, participants most frequently suggested the need for: (1) better facilities, especially production laboratories; (2) more time for participants to use in pursuing their own special needs and interests and/or individual projects; (3) more information to participants in advance of the institute; and (4) more staff consultation time for participants.

Almost all participants in advanced institutes indicated they planned to continue their education and to work toward a higher degree related to some aspect of educational media. Typically, they planned to return to their present positions (district level) and to promote their own media programs the following year.

Television Institutes

Participants in television institutes listed as most valuable those activities which dealt with the production of television lessons, the preparation of a curriculum unit or lesson for television production, and field trips to outstanding educational or instructional television facilities. Activities cited by participants as least valuable were theoretical lectures and research projects. Participants' suggestions for the improvement of future television institutes were primarily concerned with: (1) increased emphasis on production activities, and (2) better and more attention to the proper orientation of participants to the goals and instructional sequences of institute programs.

Special Media Institutes

Special media institute participants' comments with respect to their assessments of activities having greatest or least value differed so much among the various institutes as to preclude summarization. However, participants' responses with regard to the improvement of future special media institutes were in strong agreement on two things: (1) need for better physical facilities -- especially laboratories, and (2) the need for more use of small group instruction.

Participants' Ratings of Institute Experiences

During the final week of institute programs, participants were asked to complete the End-of-Institute Personal Information Report Form (see Appendix). In Section I. Institute Experiences, of that questionnaire, participants were asked to rate on a five-point scale various facets of the institute they attended and to make a general evaluation of their experiences on a nine-point scale. Descriptive labels assigned to each point on the five-point scale were as follows: (5) exceptionally good, (4) good, (3) fair, (2) poor, and (1) exceptionally poor. Consequently, a mean rating of 3.0 for an item would indicate that, as a group, participants rated this item as "fair". In addition to these five ratings, participants could indicate that an item was "not provided." With respect to the nine-point scale, descriptive labels were attached only to the extreme ratings -- "exceptionally good" for 9, "exceptionally poor" for 1.

General Evaluations

For their general evaluations, participants were asked to review all aspects of institutes they were attending and to compare them with the participants' previous educational experiences. On the nine-point continuum, the mean ratings of participants in the different educational media specialist institute types were as follows: Basic, 7.9; Advanced, 7.7; Television, 7.4; and Special, 7.3. These relatively high overall ratings correlate highly with participant ratings for various specific facets of the institutes they attended.

The high overall rating above by participants in both educational media and school librarianship institutes (as presented later in Chapter VIII) correlates favorably with participants' ratings of various specific facets of the institutes they attended. Both modal and median ratings by participants with respect to all individual aspects or components fell into the "good" or "exceptionally good" response categories for the items they were asked to evaluate. Because such consistently high ratings were obtained, only certain items (especially those receiving relatively low ratings or those rated as "not provided" by a number of participants) are discussed below. First, however, it is necessary to consider the ratings themselves.

With respect to the question of why such high ratings were obtained, it seems quite possible that almost all institute aspects participants were asked to evaluate were just that---good or exceptionally good. In some cases, however, other factors might have operated to generate such high ratings. One possibility, for example, is that ratings represent a kind of "halo effect" reflecting the participants' undeniably high level of enthusiasm. Another possibility is that some participants were reluctant to assign low ratings (and, presumably, responded with a midscale rating of 3, or "fair") while actually in the process of attending the institute. However, both possibilities appeared to be diminished by the finding of highly similar responses by Summer 1965 participants to several questions included in both an end-of-institute Personal Information Report Form and a six-month delayed follow-up questionnaire (60% return).[1] It should also be noted, in defense of obtaining ratings while participants were still attending an institute, that: (1) only during the institutes could all participants be sampled, and (2) the larger sample obtained during the institutes would be expected to increase the reliability of ratings (including those of interest and competence).

Hence, while it appears that no definite answer can be given now as to the question of how valid are participants' end-of-institute ratings of institute qualities, their assessments do appear to represent participants' opinions at the time. But to further check the validity of such ratings (and to obtain additional data as well) a delayed follow-up questionnaire survey of Summer 1965 and 1966 of all institute participants will be made by EMIE during Spring 1967.

Institute Objectives

Items which appeared under the heading "Institute Objectives" were rated as either "good" or "exceptionally good" by a large majority of participants from each institute type. All items but one which appeared under the heading "Instructional Program" typically received participant ratings of "good." The one exception, where a rating between "fair" and "good" was typical, dealt with the proportion of "sit-and-listen" activities as compared to "laboratory type" activities. Many participants also indicated that a number of items under this heading were "not provided" in their institutes. Eight per cent of basic media, 13% of advanced media, 10% of television, and 15% of special media participants indicated that their institutes had no small-group classes, for example. Forty-one per cent of basic media, 28% of advanced media, 35% of television, and 30% of special media institute participants indicated that no attention was given to grouping students according to ability in the institute they attended. Twenty-one per cent of basic media, 21% of advanced media, 16% of television, and 18% of special media institute participants indicated that no attention was given in their institutes to grouping students for different types of content or for the development of different skills or understandings.

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[1] To be discussed in more detail (along with other follow-up data) in the Final Summary Report (a two-year evaluation) to be issued by EMIE in June, 1967.

Quality of Program

Under the heading "Quality of Institute Program," participants were asked to rate various components of the institute related to typical, formal educational media course offerings. Participants in basic media institutes gave highest ratings (about 4.5 out of 5.0) to "production of media" and "reference and bibliography" components; lowest rating (3.7) was with respect to "research and experimentation," and some 8% of the participants indicated that this component was not provided in the program of their institute. Other components were given mean ratings from 4.1 to 4.4 by basic media institute participants.

Participants in advanced media institutes also gave highest ratings to "reference and bibliography" and "production of media"; the lowest mean rating (3.6) was given to "research and experimentation." Some 22% of advanced media institute participants indicated that no "equipment operation and maintenance" component was offered in their institute. Participants in television institutes made ratings similar to those in basic and advanced institutes. Special media institute participants again rated "reference and bibliography" and "production of media" highest but rated "equipment operation and maintenance" lowest. Some 13% of the participants indicated that this latter component was not included in the instructional program of the institute they attended.

Institute Participants

In the section titled "Institute Participants," enrollees were asked to rate their fellow participants with respect to enthusiasm, ability, and the like. Ratings of these items were uniformly high for all institute types---in the realm of 4.2 to 4.6. Some 5% of basic, advanced and special institute participants and 12% of television institute participants indicated that they were unaware of the criteria used in selecting participants.

Institute Staff

With two exceptions, various items listed under the heading "Institute Staff" were rated as "exceptionally good" by a majority of participants of each institute type. Mean ratings of approximately 3.8 were made by participants in advanced and special media institutes in response to the question: "To what degree did the staff demonstrate good use of 'new media' in their own teaching?"

Instructional Resources

Participants in media institutes typically rated as "good" the various "Instructional Resources" of the institutes they attended, with the following exceptions. Basic institute participants assigned the highest mean rating (4.3) to "educational media or instructional resource center for the institution." Participants in advanced and special media institutes gave the highest mean rating (4.4) to "main college library for the institution" and the lowest mean rating (3.7) to "exhibits and displays." Television institute participants assigned the lowest mean rating (3.6) to "separate library for the institute itself." Eight per cent of basic media, 11% of advanced media, 29% of television, and 13% of special media institute participants gave a "not provided" response to "separate library for the institute itself."

Four per cent of basic media, 15% of advanced media, 10% of television, and 6% of special media, institute participants offered "not provided" responses to "educational media or instructional resource center for the institution"; 5% of basic media, 11% of advanced media, 17% of television, and 7% of special media, institute participants made "not provided" responses to "educational media or instructional resource center for the institute itself." "Not provided" responses to "community resources" were given for 21% of television and 12% of special media institute participants. Six per cent of basic media, 10% of advanced media, 21% of television, and 11% of special media, institute participants made "not provided" responses to "exhibits and displays."

Physical Facilities

A listing of participants' responses to the components which appeared under the heading, "Physical Facilities," is not included here for the sake of brevity. However, several points stand out in the data. First, participants in all media institute types made lower average ratings to the components listed here than they did elsewhere in the questionnaire. Second, participants' "not provided" responses indicate that few, if any, institutes made use of all facilities listed. Facilities most frequently found in the different institute types, according to participant responses, were: (a) basic-classrooms, graphics laboratory, preview facilities, and seminar rooms; (b) advanced-graphics laboratory, classrooms, television or film studio, and preview facilities; (c) television-television or film studio, classrooms, and seminar rooms; and (d) special-classrooms. Facilities most frequently noted as not provided were: language laboratory, self-instruction laboratory, and programmed instruction laboratory. A wider variety of facilities appeared to have been provided in advanced media institute than in others. On the whole, all of these ratings conform to participants' written comments which expressed the need for more space and more "laboratory type" facilities.

Administration

Ratings by participants in each institute type of the items under "Administration of the Institute," were very high, ranging from 4.3 to 4.8.

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Thus, the preceding analyses of participants responses to Section I. Institute Experiences, of the End-of-Institute Personal Information Report Form, seem generally to indicate that participants were: (1) well pleased with each other, with the staff, and with the administration of their institute; and (2) least pleased with the physical facilities available at the institute they attended. It is also apparent they believed: (1) little attention was given in many institutes to grouping participants according to ability or skills or for content of the program; (2) many institutes did not have a separate institute library; and (3) little attention was given to research and experimentation in the programs of some institutes.

Ch. 4

Basic Media Institutes

by

John M. Hofstrand[1]

Nineteen Code 3 (basic) educational media specialist institutes were held during Summer 1966 at The University of New Hampshire, State University of New York at Oswego, Auburn University, The University of Georgia, Virginia State College, West Virginia State College, Indiana State University, Mankato State College, Michigan State University, Purdue University, The University of Wisconsin, Concordia Teachers College, The University of New Mexico, The University of North Dakota, The University of Utah, Oregon State University, San Francisco State College, San Jose State College, and The University of Puerto Rico.

The nineteen institutes were distributed geographically throughout the mainland and Puerto Rico. Of these, five were offered in the Midwest, two in the East, four in the Rocky Mountains and Great Plains Area, four in the South, three on the Pacific Coast, and one in Puerto Rico.

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[1] Evaluative comments based on Dr. Hofstrand's visits to nine of the 19 basic institutes will be found in Parts II and III of this chapter, following.

Factual Data

Characteristics of "Basic" Institutes

Following are descriptions of typical basic institute programs (including participant selection criteria, institute objectives, and program emphases). Five samples are used---one from each major portion of the country.

The SUNY, College at Oswego, institute program was aimed at teachers, administrators and media specialists at the elementary and secondary levels with a maximum of 5 semester hours of audiovisual courses but with written proof that they would spend at least one-fourth time as a media specialist in their school systems during the 1966-67 school year. Participants were selected on a national basis.

The institute program included: seminars; complete courses in administration of educational media programs, production of still photographic instructional materials, production of graphic instructional materials, scripting, 8mm single concepts films, and instructional TV programming.

Specific objectives, as stated in the brochure, were: "To prepare more effective school personnel in the educational media field by: (1) Improving their competency as media specialists; (2) developing a solid rationale for media programs based upon current research, theory, and technological developments; (3) teaching them techniques for producing a wide variety of instructional materials; (4) establishing clear patterns of organization for media programs; (5) exposing them to a wide variety of equipment and materials for examination and evaluation; and (6) providing basic knowledge of newer media and new ideas on the educational horizon.

San Francisco State College's program was outlined in the institute brochure thusly: "Participants will work with a broad spectrum of media in selection and utilization and will be given opportunity and direction in developing materials in the school. During four weeks of the course part of the time will be spent in elementary summer school classes with elementary school teachers and children in media tryouts. Another part of each day will be utilized in the laboratory and the school media center." Participants were required to have responsibility for educational media programs in an elementary school or a school district during the 1966-67 school year and to have basic training in the use of instructional media.

The specific objectives of this institute were to enable participants: (1) to be familiar with new media equipment which can be used in elementary classrooms; (2) to use new equipment; (3) to analyze particular teaching tasks and select the materials best adapted; (4) to prepare, plan and present lessons using appropriate media; (5) to evaluate the use of media in terms of (a) effectiveness in helping students develop social science concepts, (b) enhancement of inquiry processes of learning, (c) attainment of other desired educational goals and (d) applicability to various teaching strategies; (6) to operate as single building media specialists with their colleagues in the effective use of educational media; and (7) to further the dissemination of media information.

Concordia Teachers College's program was aimed at teachers from elementary schools containing from six to twenty classrooms in the Great Plains region with at least three years teaching experience at that level.

According to the specific objectives, by the end of the institute the participants would be able to: (1) use modern teaching tools such as projectors, cameras, tape recorders, and basic graphic tools; (2) visual an idea, process, or function, using graphic layout and design principles; (3) produce simple and inexpensive teaching and learning materials using basic graphic techniques; (4) use standard selection tools in evaluating and selecting all types of teaching-learning materials from children's books to 16mm educational films; (5) organize and coordinate all materials (printed, graphic, projected, recorded, and programmed) in an elementary school Instructional Materials Center; (6) design and administer an Instructional Materials Center for the elementary school; (7) administer and conduct in-service training programs in the use of educational materials; and (8) encourage and assist in the development of Instructional Materials Centers in nearby schools and systems.

The Indiana State University institute sought applicants with at least two years experience in teaching, library operation, or administration at the elementary or junior high school level; with minimal preparation (3 hours maximum of audiovisual course work); and with 25% or more release time for educational media specialist duties. Preference was given to applicants from Indiana, Illinois, Michigan, Ohio, and Kentucky.

The institute program was oriented around the following four courses: (1) Instructional Media and the Teaching-Learning Process; (2) Administration of A School Educational Media Service; (3) Instructional Machines and Devices Lab; and (4) Planning and Producing Instructional Materials.

A statement of objectives, included in Indiana State's institute brochure, read as follows: "The Institute will include a thorough grounding in the care and feeding of the new hardware of instruction, in the selection of useful instructional materials and devices from the vast range now commercially available, and in the operation of a modest facility for teachers who wish to prepare their own materials. Participants will be assisted in surveying the needs and resources of their own schools and in developing a two to three-year plan of operation, including preparation of a realistic and defensible budget. The major concern of the Institute, one which will be reflected in every phase from the selection of participants to the final projects, will be that of aiding participants to bridge the gap between the available arsenal of instructional resources and techniques and the everyday needs of the classroom teacher, especially those teachers faced with implementing the teaching of the various new curricula."

Auburn University's institute program was designed for participants whose responsibility was to be the development, implementation, and administration of an educational media program in elementary and secondary schools but who were minimally prepared for such duties. Participants were required to have a minimum of two years' successful teaching experience and to be at least ten years younger than retirement age. Special consideration was given to applicants who: (1) were qualified librarians; (2) could demonstrate high potential as an administrator; and (3) were from the Southeastern United States.

In the institute brochure, the instruction program was outlined under the following headings: (1) orientation (a general introduction to the instructional media field); (2) the current educational dilemma and what the media specialist can do about it; (3) selection, creation and utilization of educational media; (4) organization of media programs; and (5) a plan for innovation in the schools.

Specific objectives were as follows: (1) to provide each participant with a knowledge of communications and learning theories as they relate to the instructional setting; (2) to analyze and study the various characteristics and limitations of the newer media in terms of their contribution to specific educational problems in the elementary and secondary school curriculum; (3) to furnish an opportunity for each of the participants to acquire skills in the following areas: (a) development of procedures and criteria for selecting and evaluating instructional materials and media, (b) production of educational materials including educational television, programmed materials, transparencies, 8mm motion pictures, inexpensive teaching materials, etc; (4) to provide each participant with knowledge and skills related to the organization and management of educational media services; (5) to provide each participant with a strategy for in-service programs which can be used within the participant's own school or surrounding schools at the conclusion of the institute.

Characteristics of Participants

The 664 individuals who attended came in the following numbers and percentages from various parts of the country: Pacific Coast, 98 (14%); Rocky Mountains and Great Plains Area, 106 (16%); Midwest, 250 (38%); South, 115 (17%); and East, 95 (14%). A majority (74%) of the participants were male; 82% were married. Their average age was 38.

The majority (75%) of participants were employed in communities having populations under 100,000. Of these, 33% worked in communities ranging in population from 2,500 to 25,000; only 4% worked in a large city with a population greater than 500,000. Typically (as might have been expected), they worked in public schools (94%). Their median years of such employment was 11; the modal length was eight.

The largest single percentage (24%) of participants reported they worked in grades 1-6; 11% worked in grades 1-12; another 11% worked in high school (grades 9-12); and 5% worked in a central or district school office.

Fourteen per cent of the participants had earned master's degrees; 12% of them had completed no graduate work beyond the bachelor's degree. The median number of completed graduate units earned by participants was 34; 25% had earned more than 49 graduate units.

Approximately seven out of ten (69%) enrollees had previously completed a basic audiovisual course before attending a basic institute. But fewer than 11% of them had completed other media courses (graphics production, utilization of educational material, administration courses related to educational media, and the like). Twenty-one per cent indicated they had completed one or more courses in library science (library and school relationships, selection of library materials, basic reference materials and services, and the like).

Basic institute participants were asked to indicate the extent of their responsibilities (full-time or part-time) for: (1) audiovisual activities, (2) library activities, or (3) combinations of library and audiovisual activities (as in an instructional materials center). Approximately 65% of respondents indicated some degree of responsibility for audiovisual activities; 27% that they have, or had, responsibility in an instructional materials center; approximately 22% reported they have, or had, responsibility for library services in the organization in which they work.

Participants were also asked to indicate the amount of time they devoted during their paid professional day to various education duties. The largest percentage (86%) indicated they spent time as classroom teachers; 46% reported they devoted some time to service as audiovisual coordinators; "school administration" accounted for some part of the duties of another 17%. Other assignments were as instructional materials center directors (13%), librarians without audiovisual responsibilities (7%), instructional materials production specialists (6%), and instructional television specialists (1%).

In response to a question concerning present membership in "educational media-oriented" professional organizations, approximately 13% listed DAVI (NEA). Seventeen per cent stated they belonged to state audiovisual associations; only 8% belonged to county or district audiovisual associations. But 68% belonged to the National Education Association.

On-site Visitor Evaluation

Program Objectives and Emphases

Proposals for basic media institutes funded during Summer 1966 usually contained statements of both general and specific objectives. General objectives were stated, most often, in such terms as "providing a broad comprehensive training for the single building media specialist." Specific objectives spelled out areas in which backgrounds of information and competency were expected. All these objectives appeared to reflect experiences directors regarded as closely related to job functions of single school educational media coordinators.

Institutes visited were found not to have made serious alterations in objectives included in original proposals. Certain changes of emphasis in programs were made, however, as the result of analyses of data obtained through pre-institute questionnaires (the EMIE Personal Information Report Form, for example). In only one area did institute activities appear to fall short of meeting published objectives and that was with respect to attention given to printed materials.

Conferences provided considerable evidence that staff members were generally aware of and understood institute objectives, the primary responsibilities they shouldered, and the specific responsibilities of other staff members. In most cases, instructors appeared to be integrating their work with that of other instructors. They also seemed to be communicating to participants the expected outcomes of instruction pertaining to each new process, technique, or item of technical equipment introduced. Only occasionally did they express disagreement (and then only mildly) with specific objectives, emphases, or approaches of the institutes; they seemed to know and to accept what was expected of them and of the participants as outcomes of instruction.

Programs of the institutes visited seemed generally to represent sound professional education for single building educational media specialists. Almost all directors evidenced concern in their proposals for broad educational media programs, yet there was ample evidence that some objectives (those relating to printed media, for example) were largely ignored.

Again, while the scope implied by stated objectives seemed suitably broad, many institutes gave especially heavy emphasis to production. Undoubtedly more efforts were expended in other areas such as in-service education, administration, and selection and use of materials and equipment than was observed during on-site visits. Only one institute visited was seen to be giving serious attention to planning physical facilities for media use in small, single schools. While all institutes gave some attention to in-service education and to general administration, these emphases often seemed somewhat incidental to the highly emphasized program of production. Utilization, a formal area of study in some institutes, was often handled in others within the area of "production," in which various locally-produced items were related to specific teaching objectives. This mention of the special emphasis upon production is not a criticism. Most participants felt strongly that knowledge of how to carry out these processes was an essential in helping them to learn to be of greatest assistance to teachers.

These facts suggest, however, that perhaps the term, "basic media institute," needs some redefinition. The question should be answered: Is a basic media institute's primary concern simply that of "uncovering" the full and comprehensive field of educational media for the single building coordinator, or does it imply developing a depth of background in a lesser number of areas of their greatest responsibilities?

Instructional Program

The instructional programs of the basic media institutes reflected considerable variety in assignments, attention to individual differences, planned uses of free time, and uses of educational media. Numerous examples of effective instructional procedures were also observed.

In approximately half the institutes visited, differentiated assignments were used to accommodate differing backgrounds of participants. Normally, however, this procedure was used for only a few exceptional participants rather than for the group as a whole. Differentiated assignments usually involved library research, more sophisticated production using special tools or "new" media, or activities such as writing programs to accomplish specific learning objectives. For the most part, however, participants having a depth of experience in some area being studied went through the same program as all other participants.

Without doubt, this failure to provide for individual differences (through differentiation in program) was to some extent the result of not pretesting well in advance of each phase of the institute instructional program. Almost universally, staff members seemed to plan such programs without reference to or knowledge of the informational and skill backgrounds participants already had. Minor exceptions were found, however. One institute, for instance, surveyed its participants to determine their prior competence in basic electronics. Later, participants who claimed a fair level of such competence were separated (from beginners) for instruction on simple equipment repairs.

Individual counseling, given without reservation in all institutes, helped to account for the feelings of participants that staff members were sincerely interested in providing the best possible instructional program for them.

While there was little free time available to participants, this seemed not to bother them. In all but one institute visited, laboratory sessions were held and laboratory spaces were kept open during the evenings. Attendance at such sessions was completely voluntary, yet, in every case, attendance was high. Staff members assumed these additional obligations as normal parts of their assignments; they received no extra compensation or released time from their usual responsibilities.

Several techniques and devices for generally improving the instructional program were observed in institutes visited, of which the following are fairly typical:

1. Development of a proposal (or a plan of action) to accomplish specific objectives related to researched needs of a community was an objective of one institute. This problems approach, with discussion at each level of development (researching and defining the specific needs, stating objectives behaviorally in terms of these needs, and developing a proposal based on the use of media to accomplish the specific objectives) stimulated the thinking of all participants. This was part of a section devoted to administration, and involved each student in defining needs within his own community -- needs of which he had not previously been aware. Defining specific media program objectives in terms of these needs seemed to be quite a new experience for the participants. Sessions involving these activities were rated as among the best of the entire institute.

2. Video tape was used in one instance to bring a nationally known expert to one group (this consultant had had to fill a prior commitment in Europe at the time the institute needed her services). This taped presentation was well received by participants and provided information and a learning atmosphere which could not have been accomplished as effectively through any other medium. This demonstration stimulated high interest in television teaching and led to a further investigation of its potential uses in teaching.

3. Many of the basic institutes used videotaping as an effective teaching tool. At one institute participants were asked to make a 4-5 minute videotaped presentation of a media process such as they might expect to be asked to present to their own teachers. This tape was shown to the entire group and evaluated according to criteria they developed. Each participant re-worked and re-taped his presentation on the basis of these written evaluations. Second showings, made of all tapes, were invariably superior to first efforts.

4. One director scattered journal articles, commercial advertisements of materials and equipment, books, and other reading materials where they could be readily consulted in various parts of the dormitory. In this situation, even the casual glance at these materials suggested "media." Participant reading of these materials remained high throughout the institute.

5. At another institute, films, filmstrips, tapes, and recordings were placed in the dormitory. Two rooms there were set aside and equipped for previewing. Participants were free to use equipment and materials whenever they wished. Materials were frequently changed. Although no attempt was made to keep systematic records of the use of these materials, fairly heavy use was indicated.

6. One institute required each participant to develop a coordinator's handbook, to be used later in his school assignment. Included were sections dealing with working with teachers, setting up materials centers, planning needed services, producing materials, locating equipment and materials, and the like. The handbook was also required at this particular institute in 1965, so the 1966 assignment was quite specific. The handbook seemed to give an overall organization to participant effort during the institute.

7. Another institute divided participants into three groups, each responsible to one staff member, for seminars, evaluation of products, reports, and other responsibilities. This procedure was seen

to develop close rapport between staff members and participants.

8. One institute was organized around the concept of working in public schools with teachers and thus attempted to solve specific instructional problems as teachers viewed them. Participants worked with real summer school teachers who had suggested teaching problems prior to the institute. Efforts were made to develop or find suitable materials and ways of using them to solve these problems. At first, the teachers were rather slow to suggest problems; but as the institute progressed (and as teachers became more aware of the kinds of help that were available), suggestions poured in.

9. After a basic introduction to photography, each participant in one institute was asked to photograph another participant, to develop the film, to make prints, and to produce an enlargement. The processes of lighting, taking, developing, and printing the picture were critically evaluated by responsible staff members with participants. Needed individual instruction was thus provided prior to further consideration of more advanced photographic principles and processes.

10. Another institute was within striking distance of the summer convention of the National Audio-Visual Association (NAVA), in Washington, D.C. Its participants pooled resources, rented a bus, and took an extra field trip so that they might become more familiar with media developments and the status of media at the national level. Although the trip occupied a full weekend of otherwise "free time," it proved to be an excellent focus to the photographic activity being carried on at that time, as well as for the development of some useful slide sets for later use of participants.

11. Several institutes gave special attention to the sharing of good ideas by providing at least one session in which various products of the work of the participants were put out for everyone to see and to evaluate. In this way, many participants found that others were doing unique things for teaching and for in-service work that were also applicable to their needs.

12. Two institutes held "evaluation" sessions one or more times a week. These were free and open sessions where petty gripes as well as program suggestions were expressed.

13. Several institutes also published daily dittoed newspapers in which specific evaluations of consultants' presentations, staff contributions, recreational activities, products, field trips, and other items were discussed constructively by participants. This provided excellent feedback for the director.

14. Most institutes held general meetings each day to go over the schedule, to discuss program changes, or to orient participants with regard to work in progress. These sessions were especially helpful means of providing feedback to instructors and of avoiding duplication in instruction. Use of large scheduling charts on which were displayed the schedule of institute activities and special features also helped in achieving these same purposes.

15. Large-group lecture sessions that were organized so as to be open to challenges, questions, and elaboration proved to be of more interest to and better received by participants than those that were not. Only in lecture-type classes where participants were talked to for an hour or more did interest seem to lag.

16. The practice of assigning one or more staff members to live with participants in the dormitory proved, again, to be an effective means of promoting a variety of informal learning activities and of improving communication between participants and staff.

Participants

Generally speaking, selection of institute participants appeared to have been carried out well. Criteria for selection were well developed, for example, and candidates were carefully screened by committees. Those chosen were generally eager, sincere people whose obvious intent was to improve themselves and the profession. A number of institutes limited selections to the geographic service area for the college and thus restricted the contacts of their participants to ideas and experiences of persons from other parts of the country. Most institutes visited, however, included participants from several parts of the country, although there was usually a preponderance of individuals from the state in which the institute was located. One institute preserved the cosmopolitan character of the group by setting up its list of alternates based upon geographic location as well as other qualifications. If a participant chosen from Nevada could not attend, for example, the alternate was chosen from that state, if he were available. The composition of this particular institute was about half from other states and half from the institute state.

Criteria applied to choosing participants led to variety in institute make-up. Professional promise and past experience seemed to play important parts in decisions about candidates, as did present job functions and educational level. All required that those accepted have responsibilities for educational media services in their respective schols during the 1966-67 school year. Nearly every candidate chosen for an institute accepted the appointment and drop-outs were rare and primarily for medical reasons.

Most directors indicated that no great change would be made in selection criteria if they were to propose another institute. On the contrary, they regarded selections they had made as good and their procedures, while sometimes tedious and time-consuming, as effective and necessary. Only one institute director indicated any real concern about changing criteria. His was the problem of getting a sufficiently large number of well-qualified applicants because of the limitation of geographical area that institute served. His participants were chosen partly on the basis of the fact that they would have some released time to coordinate media activities in their schools. But because schools in his particular geographic area were so small; this criterion was difficult to impose and the number of applicants was thus limited. The director indicated that, another time, he intended to retain the geographical area as a criterion but that he would drop the released time requirement. This director was also concerned because no women were chosen to attend his institute. He believed that some criterion should be used next time to correct this deficiency.

Participants in all institutes visited evidenced esprit de corps and a high interest and enthusiasm for institute experiences provided. The general feeling surrounding each institute was that it was unique, that it had a staff equal to any other and that it was providing the best background for media work which could be had. A number of participants did feel, however, that some of the processes with which they were becoming familiar would not be usable immediately, back on the job, because there they lacked equipment, materials, or necessary administrative support. Yet even these participants seemed to believe that such processes were of value and that they were important to anyone seeking to understand the potential of educational media for improving teaching.

Staff

Quality of basic media institute staff members (as judged by education, experience, and estimated teaching capability) ranged considerably. For the most part, however, they appeared to be suitably assigned. They were picked for certain strengths and assigned to teaching duties that capitalized upon those strengths. A strong feature of several institutes was their use of public school personnel as regular and short-term consultant staff members. In all cases, these persons were chosen because their specific skills and backgrounds were believed to have special value for institute participants and that their experience in public schools encouraged a needed practical approach to the solution of teaching problems.

Non-professional staff also ranged in quality and background for jobs in the institute. Graduate assistants were often used for laboratory work. Many of these individuals were teachers during the regular year, back for graduate work for the summer; a few had media responsibilities in the school districts in which they taught; several had worked previously in institutes or had been participants in such institutes the preceding year. Others appeared to have little background in the media area generally, and were thus used in technical or production work. Graduate assistants were available to provide specific help for participants but usually they were not involved with formal instruction.

Institute directors seemed to expect a great deal from their staff members. Staff members were seen to assume heavy loads for long periods of time. They were not only involved in institute work during the day; they contributed additional time in evening laboratory sessions and in individual counseling activities as well. In nearly every institute, staff members indicated that they gave more time, did better planning, provided more personally-owned materials, and showed more interest in helping participants than they usually did in their academic year assignments. In most cases, they received no additional pay for these efforts; their only reward was the satisfaction of seeing participants improve themselves.

Many institutes commonly engaged in several important activities preceding and during the period of instruction. Those considered to be especially valuable during the pre-institute period were:

(a) Have each staff member develop for his area of teaching a set of objectives, a proposed sequence of learning activities, and a selected list of instructional materials.

(b) Have each staff member attend two staff meetings -- one approximately six weeks and the other one week before the institute begins. These meetings are used to review each staff member's responsibilities, to provide opportunities for discussing problems, to review schedules, to provide pass-out materials or to get such materials prepared, and review background information on participants. These meetings may also be used to select and order materials and/or equipment needed for instruction, and to become acquainted with and to recommend needed alterations (if any) in physical facilities to be used.

(c) Fill in, as necessary, with full information (by mail, or telephone) concerning changes in program, schedules, facilities, staff, or other items of concern to staff members who are not on campus.

The two during-the-institute activities considered essential to good coordination and communication were:

(a) Hold frequent informal and formal staff meetings concerning the progress of the institute and provide opportunity for free discussions of problems and needed changes. Part-time (but not including short-term visiting consultants) staff members were also required to attend these meetings.

(b) Post schedules of all institute activities so that they may be readily consulted by staff and participants.

Instructional Resources

Institutes visited were found to have excellent resources on which to draw to enrich the instructional program. Most institutes had pulled from the regular main library shelves many of the major references in the "audiovisual" and "instructional media" fields and placed them in an institute library area. Such materials were used heavily by participants, and most seemed surprised at the quantity of reference books, journals, pamphlets, and other materials available in the field. The most apparent gap in these resources had to do with printed materials.

Audiovisual materials were also used extensively, particularly because media institutes were generally closely related to audiovisual programs of the institutions at which they were held. Television centers were used, too, by institutes located where such centers were available on campus. Participants of two institutes were transported by bus to nearby universities to take advantage of such centers since they were without them on their own campuses. Museums were seldom used, although they were often available in the institution or in the community. Occasional uses of historical sites or of local zoos were discovered, principally for photographic shooting rather than as sources of information.

Participants in every institute seemed to be using to advantage the instructional resources of the institute. Some institutes did not own all of the equipment and materials in use, but had obtained them from local dealers or representatives of commercial producers.

Field trips to off campus resources were used by all institutes visited. Usually such trips were to instructional centers of public schools or of other colleges and universities. Occasionally, these trips were judged by participants to have been made without defined purpose. There was generally a high correlation between the amount and quality of pre-trip planning (including pre-trip "casing" of the site to be visited) and the degree of participant satisfaction with the experience.

There was also evidence that small groups of participants sometimes got together to make independent trips to some off-campus instructional resources -- such as the local zoo. In such cases, participants were entirely responsible for planning and carrying out the experience. Generally, each field trip had some specific objective directly connected to the purposes of the institute.

Some of the most valuable instructional resources for basic media institutes were the visiting short-term consultants. Participants' reactions to their presentations, however, were both positive and negative. Most felt that "good" consultants provided a pulling together of much of what had been studied, that they opened up new possibilities, and that they filled in with both theory and practical suggestions areas which up to that time had not been fully developed. The "poor" presentations, on the other hand, were identified in comments concerning "lost time," "overlapping," "wandering," and the like. Some institutes managed to avoid the problem of overlap entirely by informing consultants well ahead of time about the specific objectives they were expected to accomplish or the specific areas assigned for their presentations. Participants indicated that the opportunity to rub elbows with nationally known persons in informal situations seemed more valuable to them than an equal amount of time spent in attending formal lecture sessions. Successful use of consultants seems to require: (a) selection of competent people -- experts in their field -- who have something to say and a flair for saying it, (b) clear definition of the presentation assignment -- its content and purposes, (c) a careful review for the consultant of what has preceded and what will follow his presentation, and (d) a sufficiently long consultant time to permit students to pursue and seek answers to questions stimulated by his presentation.

Physical Facilities

Most institutes were housed in quarters used by no other groups; thus the program could vary during the course of the institute without having to accommodate to schedules of competing groups. This arrangement also permitted laboratories to be used throughout the full day as well as during the evening hours without requiring participants or staff to pick up or move equipment. The occasional assignments of rooms to other groups, in a few institutes visited, caused considerable irritation to the staff and a restriction of flexibility of scheduling.

All institutes visited provided facilities for large and small group instruction. In more than half of them the one large lecture room was inadequate in size and ventilation to accommodate in comfort the group involved.

Laboratories, generally separated from classrooms, were often too small for the heavy use of participants, especially during unscheduled evening hours. In only two institutes were participants required to move from one building to another to take part in various lecture, preview, and laboratory activities. Only three institutes visited attempted to provide independent study or independent preview facilities, other than in separate dormitory rooms. In all institutes, however, certain areas were set aside to provide two or three preview or independent study stations. Listening posts and study carrels were also encountered during the visits, but seemed to be used only very little.

In only two instances, among the institutes visited, was instruction offered in a specially-designed facility that could be characterized as modern instructional materials or educational media centers. The typical arrangement involved, instead, the use of traditionally outfitted classrooms which, although they served reasonably well the purpose of providing a place to teach, did little to set standards or models for media facilities. It was necessary, in most cases, to go off campus to visit public school centers for such purposes.

Administrative Considerations

Basic institute directors indicated generally that their institutions had provided excellent administrative support for their institutes. The local administrations seemed pleased to have the institutes on their campuses, and they generally tried to expedite requests from directors. Dormitories were often the best of those available, as were the eating facilities. Cafeterias having rooms for group meetings usually made them available for special institute luncheons or dinners. Office space and equipment was generally available, as needed, for staff and secretarial personnel.

Accounting, purchasing, and payments of stipends (when handled by the institutions) were usually handled efficiently. However, in institutions tightly controlled by state purchasing or accounting rules, the institute directors found some difficulty in clearing purchases and securing deliveries of ordered materials.

In every case, the institute director spent more time on his institute responsibilities than would be expected in his normal assignment. Even when he was helped by an assistant director, the director's personal interest in the program and in the staff and participants usually kept him closely tied to the institute. In all institutes visited, all important administrative functions seemed to be assigned to someone, although the director usually carried the heaviest load. Staff and participants seemed to be well aware of the nature of administrative assignments for the institutes -- "who was responsible for what."

Recommendations

The nine basic media institutes visited as part of this study were found to offer programs calculated to build necessary skills and information believed to be needed by typical audiovisual building coordinators. Instruction was offered in many content areas, but "production" techniques received greatest emphasis. Participants themselves appeared to be highly motivated to obtain instruction and were seen to be using to good advantage the time available to them in the institutes.

Recommendations

1. A comprehensive study should be designed and implemented to identify the nature of the various services and functions typically performed by audiovisual building coordinators. Further analysis should be made to assess such functions to discover omissions or gaps and to determine those that are properly "professional" and those that should be classed as "nonprofessional" or "sub-professional." In the light of such findings, future institute directors should be able to design better institute programs. Basic media institutes should provide programs that explore new skills and information appropriate to expanding job responsibilities of participants, as based on these research indications.

2. Basic media institutes should attempt not to survey the total field of educational media, but, rather, to develop in depth the participants' backgrounds in areas of their greatest responsibility at the single building level. In carrying out this recommendation, greater use should be made of diagnostic tests. Institutes should administer one or more pre-tests to determine the level of participants' informational backgrounds and competence prior to beginning instruction in each program element.

3. Increased attention should be given in institute planning to the "message design" functions of building audiovisual coordinators and to their relationships with teachers in assisting with the effective integration of a variety of resources in day-to-day classroom instruction. The coordinator's role in introducing and improving uses of and critical feedback data about "instructional systems" needs especially to be considered.

4. More attention should be given to stating objectives behaviorally so as to facilitate instruction and evaluation in each important aspect of the basic media institute program. The careful spelling out of objectives with even more exactness than is usually reflected in institute proposals should precede release of brochures and other items inviting applications from participants. Special efforts should be made in such cases, too, to inform all staff members of the full scope of these objectives so as to aid them in determining how the particular contributions of each fit into the total program pattern.

5. Several pre-institute staff meetings are recommended -- one at least six weeks before the starting date, and one or more during the week just prior to its beginning. The first meeting should provide opportunities for each staff member to clarify the nature of the objectives and content of portions of the institute program for which he will have responsibility. It should also mark the start of still more pre-institute planning with regard to the selection of instructional materials, the development of pre-test materials, the selection of textbooks and other reference items, and the preparation of copy to be duplicated and made ready for distribution during the first few days of the institute.

6. Increased attention should be given in assessments of institute proposals (to be funded) to the quality and adequacy of physical facilities set aside for use. Desired flexibility of program can be assured only when participants are permitted exclusive (not shared) use of facilities throughout the day and evening hours. Adequate staff office space near instruction areas should be provided. At least one large, suitably equipped (air-conditioned, acoustically treated) classroom, production laboratory space, darkroom facilities, a supplies and equipment storeroom, and several small meeting rooms will be needed. The modernity and technical sophistication of all such facilities should be considerations in approving the funding of basic media institute proposals.

7. Evaluation criteria to be used by individuals reading and rating media institute proposals for the U.S. Office of Education should be rewritten regularly, as experience permits, to identify more clearly elements of proposals that will be judged and weighted. Professionals within the field of educational media should be asked to assist in making these determinations and in writing the copy to be included in official USOE proposal manuals and proposal evaluation forms. Consistency in statements of criteria appearing in these publications should encourage the planning and funding of better media institutes.

8. "Graduates" of NDEA media institutes should be encouraged to become associated with and to take part in the activities of appropriate professional organizations in the field.

9. The University of Southern California-type "institute for institute directors" (one-week, during-the-year) institutes should be considered for directors of basic media institutes as well as for those in other fields. Considerable improvement of institute quality might be expected to grow out of interchanges of information or cooperative attacks on common problems by institute directors made possible through such institutes.

Ch. 5

Advanced Media Institutes

by

James W. Brown

"Advanced" educational media specialist institutes were defined initially as those seeking to update the knowledge and skills of participants with broad responsibilities for elementary or secondary school educational media programs. Two specific criteria for classifying "advanced" institutes were: (1) participants should be directors or supervisors responsible for the general management of educational media programs in elementary or secondary education primarily at the multiple school (district, regional, county, or state) level, and (2) participants should have an educational media background and have had successful experience and exercised leadership in their profession or have a demonstrated degree of competence in certain areas of the field.

The five institutes in the Summer 1966 program classified here as "advanced" have been retained in that category despite the fact that certain differences were evidenced in their enrollees with respect to such details as numbers of advanced degrees held, media courses completed, level of employment in school organizations, professional memberships, and the like. For the most part, such differences were balanced among the various institutes. While one may have enrolled more participants with advanced degrees than another, for example, this factor was invariably offset by participants having somewhat broader media responsibilities or more professional memberships in another -- and so on.

Factual Data

Characteristics of "Advanced" Media Institutes

The five educational media specialist institutes classified as "advanced" for purposes of this study were offered during Summer 1966 in various parts of the country: East (Boston University), Midwest (Indiana University), Rocky Mountain and Plains Area (University of Colorado, University of Texas), and Pacific Coast (University of Southern California). The 160 individuals who attended these institutes came from the various sections of the country in the following numbers and percentages: East, 41 (25%); Midwest, 31 (19%); South, 12 (8%); Rocky Mountain and Plains Area, 39 (24%); and Pacific Coast, 37 (23%).

Advanced institute criteria for participant selection, objectives, and program emphases were as follows:

The University of Colorado, Boulder, program aimed to provide "general preparation of media personnel for service in multiple building organizations (i.e., director of AV program in school district, county, region, state)." Persons eligible were required to have, or to show proof of having for the 1966-67 academic year, an assignment of broad responsibility for educational media programs.

Specific objectives of the Colorado institute included the following: (1) to upgrade and update the preparation of the participants in the area of new educational media and their implications and applications to new curricular developments; (2) to furnish ample opportunity with maximum attention to individual needs for the remedying of defects in the background of participants in each of the following areas: (a) selection and utilization of educational media, (b) production of educational media, including such things as educational television, programmed instruction, 8mm motion pictures, slow-scan television, cell transparencies, etc., (c) organization and management of educational media services, (d) curriculum (development and coordination), (e) in-service education techniques, (f) research regarding educational media, and (g) theories of communication and learning; (3) to provide a fresh look at educational media and their relationship to the total educational program of the schools so as to stimulate sound and creative ways of meeting the needs of education through the effective use of educational media; (4) to inspire, through the total institute experience, each participant to greater understanding of and affection for his chosen field of educational media and professionalization in his varied responsibilities; and (5) to demonstrate, by example in all courses of the institute, how new educational media can be used for the communication of ideas and the improvement of instruction.

Emphases of the Colorado program were reflected in the following course titles: (1) Administering the Educational Media Program, (2) Learning Theory and Curriculum Integration, (3) Production of Non-electric Media and Materials, (4) Production of Electronic Media and Materials, (5) New Developments in the Media Field (formal lectures by short-term nationally-recognized consultants), and (6) Self-instructional Materials and Devices (with emphasis on programmed instruction). Additional experiences were provided through group discussions, selected field trips, and individual project studies.

The University of Texas, Austin, offered an advanced media institute designed for multiple building or system-wise school media specialists responsible for media programs. Applications were also accepted from school administrators or supervisors, librarians, and others having system-wide responsibilities with respect to educational media.

Objectives of the Texas program were: (1) to provide advanced study and skill experiences in relating media utilization to curriculum problems, (2) to investigate research related to learning theory and educational media, (3) to develop bases for evaluating in-service programs for the improvement of utilization of educational media, (4) to demonstrate and to learn to work with modern instructional television, (5) to develop certain skills related to the local production of various educational media, (6) to emphasize the essential relationships of educational media utilization and design of educational facilities, and (7) to become familiar with team teaching programs and other advanced projects.

Major elements of the Texas program, presented largely in week-long blocks, were: (1) Local Production -- Principles and Practice, (2) Television Production and Programming, (3) Investigation of Conventional Media -- including commercially produced graphics materials and a variety of new equipment, (4) 35mm and 8mm Photography, (5) Programming Media Facilities -- for large-groups, conventional groups, and small groups, (6) Computer Technology -- applied to instruction, and (7) Facility Design -- requirements for classrooms, individual building media centers, and system-wide centers.

Indiana University's advanced media institute employed selection criteria that required participants to have enrolled previously in a Code 3 (Basic) NDEA Institute for Advanced Study in Educational Media or to have completed at least eight or nine semester units of course work in approved audiovisual courses. In addition, each applicant chosen was required to present evidence of having accepted a position as an educational media specialist for the 1966-67 academic year "with officially designated time to carry out activities related to that position."

It was anticipated that participants would have acquired the following competencies through completion of the institute: (1) insight into desired functions of instructional resource centers and principles of management relevant to the administration of all activity areas within such centers; (2) understanding of the role of open and closed-circuit television, programmed learning materials, language laboratories, and multi-media kits in large group, small group, and individual learning situations, including research findings related to each area; (3) knowledge and skill in graphic arts and photography needed to plan, design, and produce a variety of visual materials useful both in direct classroom instruction and for open and closed-circuit television presentations; and (4) more comprehensive knowledge and understanding of educational technology, communication theories, systems approaches, and research results relevant to the field of audiovisual communications.

Course titles for the Indiana institute were as follows: (1) Audiovisual Communication in Formal Education, (2) Administration of Audiovisual Communication Programs, (3) Workshop in Graphic Communications, and (4) Workshop in Photographic Communication.

The University of Southern California, Los Angeles, offered an advanced program for educational media personnel in which admission was limited to persons who: (1) either held an educational media position with multiple building responsibility or had secured a statement of intent from the superintendent of an appropriate school district or county that the individual would be employed at least half-time in such a position for the 1966-67 academic year, and (2) had at least a bachelor's degree plus 12-14 units of graduate work and preferably a master's degree.

Objectives of the University of Southern California program were to: (1) explore the historical, theoretical and research backgrounds of instructional technology; (2) analyze instructional tasks and design, produce and test mediated solutions (in television, programmed instruction, 8mm self-instructional films, and multimedia); (3) apply techniques and methodology of the systems approach to complex instructional problems as an introduction to the concept of the engineering of instruction; (4) develop skill in appraising research studies in the newer media for implications for the public schools; (5) examine recent developments in information storage and retrieval and educational data processing for application to public school situations; (6) analyze and evaluate the research in innovation and develop techniques for rapid diffusion, in the public schools, of innovations in the newer media; and (7) discuss common problems of administration and supervision of programs of newer media and devise strategies to handle them.

Emphases is this program were reflected in the following sections into which all instruction was divided: (1) Research and Theory in Instructional Technology, (2) Introduction to Programmed Instruction, (3) Television Production, (4) Designing Instructional Systems, (5) Designing Large-group and Multi-media Presentations, (6) 8mm Self-Instructional Films, (7) Educational Data Processing and Information Storage and Retrieval, (8) Analysis of Newer Media Research Studies, and (9) Direction of Instructional Materials Centers.

Boston University, Boston, limited enrollment of participants in its advanced media institute to persons having full-time responsibilities for educational media programs in their school situations. Classroom teachers and principals were ineligible.

Institute objectives were: (1) to develop an understanding and associated vocabulary for new developments with respect to teaching systems, electronic feedback devices, and learning laboratories, teaching machines, programmed instruction, and computer applications to education; (2) to develop an understanding of new developments, associated vocabularies, and bibliographic materials and sources with respect to designing spaces for learning incorporating the new technology; (3) to develop an understanding of new developments, associated vocabulary, and manipulative skills in the production of 8mm single concept films, overhead transparencies, slide-tape presentations, graphics, and photographic darkroom techniques; (4) to develop an understanding of new developments, associated vocabulary, and production skill in the area of program development for closed-circuit educational television systems; and (5) to develop through sensitivity training or "T" group techniques participants' awareness of their effectiveness in promoting educational change.

Topics of emphasis were identified as: educational television, learning laboratories, learning carrels, programmed instruction, computer applications in education, designing buildings for educational media, the instructional materials center, single concept film production, overhead transparency production, 35mm slide-tape materials, school sound systems, designing television systems, financing media programs, development of educational systems, and the instructional materials director as a change agent.

Characteristics of Participants

Individuals attending Summer 1966 advanced educational media institutes were typically male (87%), married (88%), and about 39 years old. About 65% of them came from communities of less than 100,000; 13% worked in medium-sized cities (100,000 to 200,000 population); 10% worked in a suburb of a large city (500,000 or more); and 8% worked in cities of that size.

Approximately 97% of the 160 individuals in these advanced institutes worked in public school or school-related organizations. They had been at this work for an average of 13 years; their modal length of service was eight years. The largest single percentage (29%) of participants reported they worked in a district or central schools office, as compared with 50% for this same item in the 1965 EMIE study. Yet 22% stated they had responsibilities in single school situations for grades 10-12; 8% worked in colleges or universities; 2% in junior colleges. Seven per cent of the respondents worked in county schools offices.

Participants were asked in the information questionnaire to indicate the amount of media-related responsibilities (full-time or part-time) they had in their present assignments. For this item 90% indicated they had some responsibility for audiovisual services, 24% for instructional materials center services, and 14% for library services in the organization in which they worked.

Participants were also asked to indicate if they devoted time, during any portion of their paid professional day, to various educational duties. The largest percentage (73%) checked "audiovisual coordinator"; 41%, "classroom teacher"; 19%, "materials production specialist"; 16%, "instructional materials center director"; 14%, "school administrator"; 5%, "instructional television specialist"; and 2%, "librarian without audiovisual responsibilities."

Approximately 84% of the participants had completed a basic audiovisual course before enrolling in the advanced media institute; 34% had completed a graphics course, 38% a course dealing with the utilization of educational materials, and 45% a course on the administration of media programs. Smaller percentages were reported for other media courses, as follows: radio education, 13%; TV production, 16%; TV utilization, 13%; still photography, 25%, evaluation of educational media, 19%; and research problems in educational media, 13%. Library science courses showed similarly small completion percentages: library and school relationships, 14%, selection of library materials, 11%; basic reference materials and services, 22%; and reference and bibliography, 10%.

Three out of four participants in the advanced media institutes possessed at least a master's degree, and 62% of them had earned units in addition without the doctorate. Twenty-two per cent had a bachelor's degree and some additional work, without the master's degree; and only 3% indicated they possessed only a bachelor's degree with no additional training. In general, participants had completed about 50 semester units of graduate work prior to enrolling in the advanced media institute. A quarter of the participants had completed less than 36 units prior to enrollment; another quarter had completed more than 65 units.

A question concerning membership in professional "media-oriented" organizations showed that 63% belonged to the Department of Audiovisual Instruction (NEA), 73% to a state audiovisual association, and 23% to a county or district audiovisual association. The following smaller percentages had memberships in library-related organizations: American Library Association, 4%; American Association of School Librarians, 3%; state school library associations, 7%; district or county library associations, 5%. Only 4% belonged to the National Association of Educational Broadcasters (NEAB). Yet 84% of these individuals belonged to state educational associations; 68% were members of the National Education Association, and 10% to the Association for Supervision and Curriculum Development.

On-site Visitor Evaluation

Program Objectives and Emphases

Four of the five advanced media institutes showed considerable similarity in purposes and objectives; the fifth had adopted what appeared to be a less sophisticated or advanced set of objectives for the group enrolled. Somewhat unexpected was the emphasis in most institutes upon a full range of fairly basic local production techniques as well as upon some that might be classed as advanced or more complex. One might have expected to find little attention being given in advanced institutes to such basics as the production of simple overhead transparencies, lettering techniques, feltboard designs and uses, or simple still photography (of the 35mm transparency type), for example, yet nearly all of them did offer such instruction -- and seemingly in response to the insistent demands of participants.

Television (principally of the "instructional, closed-circuit" type) was also studied in advanced institutes. The actual production experience provided was especially well-received and of evident value in filling essential preparation gaps of participants. Also emphasized in all institutes were 8mm single concept film production techniques, simplified aspects of data processing and information retrieval (largely through demonstration although some practice was also provided), programmed instruction (rudimentary elements of program theory based on "media-oriented" problems likely to be encountered by participants in their professional on-the-job assignments).

Without exception, all institutes provided group presentations, assignments, projects, and discussions (generally supplemented by selected field trips) that were intended to improve insights and competencies of participants and to aid them in managing logistical and supervisorial aspects of educational media administration. Many opportunities were given to exchange information about mutual problems and experiences "back on the job," -- a feature that appeared to receive the universal endorsement of participants.

Preliminary surveys and tests of student interests and competencies (obtained through use of instruments designed both by the EMIE Project and local directors) provided useful background information on which to base program adaptations and emphases before and during the period of instruction. At one institute, excellent use was seen to be made of a pre-attendance "problem inventory" through which participants were invited to write up, in advance, problems of educational media administration they faced in their work and with which they wished to have special assistance at the institute. The instructor of this particular administration course studied and analyzed these problems sufficiently far in advance to gear his instructional approach to them.

It was also surprising to find only relatively little attention devoted to several other aspects of educational media administration that one might have expected to be emphasized in advanced media institutes. Among such seemingly neglected program items were the following: (1) design and execution of small-scale action research projects of types considered useful in arriving at administrative decisions with respect to media problems; (2) techniques for improving competencies of classroom teachers in using new media (effective presentation techniques, the psychology of effecting desired changes in behaviors of classroom teachers); (3) the science or art of introducing educational innovations; (4) media implications of recent important developments in curriculum design and execution; (5) procedures and standards for increasing productivity (work output) and of improving relationships of personnel employed within educational media centers; (6) engineering aspects of the work of educational media generalists in charge of multi-school, district, or county programs; and (7) development of insights and skills in making job analyses and in determining which aspects of various jobs must be performed by "professionals" and which may be performed satisfactorily by "para-professionals" or "sub-professionals."

Because of such omissions, it might seem logical to conclude that in some respects these advanced institutes were really not very advanced and that they tended, instead, to be "middle level" -- somewhat above the level of basic institutes, perhaps, but far short of high-level professional training. For the most part, this criticism or observation appeared to be valid. Yet most of the instruction that was offered in the advanced institutes was regarded by participants as useful and quite well suited to their present achievement level. To reach a still higher level of participant sophistication, then, perhaps it will be necessary either: (1) to provide additional advanced instruction through still other more advanced media institutes or in regular graduate courses, or (2) to raise standards presently employed in allocating participant assignments to advanced institutes and thus require a higher level of competence (as judged by previously completed professional course work, present job responsibilities, and the like) than is now required. The disadvantage of the latter, of course, is that it is difficult, because of their press of duties, to attract to summer institutes persons whose responsibilities are relatively "high level." It is believed that this problem could be overcome, at least to some extent, through the offering of during-the-year institutes that would permit more such individuals to participate without giving up vacations or requesting leaves of absence.

Instructional Program

Instructional programs of the three institutes visited appeared, without exception, to conform to published purposes. Programs were varied -- sometimes in the extreme -- so much so that there appeared to be too little time, too much crowding to use facilities (particularly for local production), too much rushing from one activity to another without time to consider the significance of experiences. This visitor heard the frequent complaint: "If only we had time to do some of the things we want to do, the thing we came here to do!"

Another problem frequently encountered with instruction in advanced institutes was that too little attention was given to the initial level of participant backgrounds and capabilities. Too often individuals with good backgrounds and demonstrated competence were expected to sit through presentations of program elements with which they were already familiar. This problem could have been remedied through sectioning according to abilities. While it is sometimes thought that such sectioning must lead inevitably to a need for more staff, at least some of its advantages could have been obtained by more imaginative use of staff already available. Perhaps, a partial solution to the problem could have been obtained by permitting optional attendance at some sessions that, described in detail in advance, were judged by participants to duplicate or to add only little to what they already knew or were able to do.

Although the quality of instruction in institutes visited was, in this on-site visitor's opinion, on a par with college instruction generally, it might also be observed that such a standard is not really good enough. It is logical to assume that instruction in educational media institutes should embody the best there is -- anywhere. Yet the typical pattern of "large-group" instruction (with the entire group assembled for morning sessions in a traditional college course structure) was scarcely innovative, and particularly not in its use of media to streamline or improve idea communication. Most such presentations were observed to be "aided" only occasionally by overhead projection of large transparencies and even when they were used, often they were little more than verbal outlines of the lectures themselves. There are at least two reasons why this problem exists. One is that institute instructors appear not to have or to take sufficient time to do necessary planning or personal preparation for their presentations, including the development of necessary media. Another is that there appears to be a shortage of already-prepared media (films, transparency sets, demonstration tapes, printed case studies, reports, and the like) to use for such purposes. Perhaps this shortage is more apparent than actual and perhaps all that may be required is that a cooperative project be undertaken by various advanced media institute directors to ferret out suitable materials from among the offerings already available and to suggest still others that should be produced (for profit or on a subsidized basis).

Laboratory instruction of several types appeared to be better than average in the advanced institutes visited. Staffing to provide storekeeper control over the issuance of necessary supplies and tools and the scheduling of use of facilities and equipment, as needed, helped to systematize and improve this aspect of instruction. Some indication of the popularity (and evident usefulness) of laboratory instruction may be deduced from the fact that, typically, laboratories were required to remain open after hours (sometimes until late in the evening) for use by participants.

Among the institutes visited there was considerable evidence of the fact that the relatively rich and varied experience backgrounds of participants were being capitalized upon for direct instruction. Participant presentations were common, for example, and those observed were almost uniformly excellent examples of effective educational communication. By knowing the special capabilities of participants institute instructors were often able to obtain help, elaborations, or examples "on the spot" and thereby lend credibility to generalized principles or pronouncements from the lecture podium. But a word of good advice: Don't over-do the use of peer presentations. Participants are there for expert help -- and unless participants are experts, don't use them.

One especially productive device employed in several advanced media institutes was that of achieving integration of instructional emphasis through "problems" that were seen to cut across different institute subjects or topics emphasized. In one institute, for example, the preparation of materials for use in in-service programs became a focus of attention in sessions on programmed instruction (where sample materials were written for later use in the institute's television class), on instructional television (involving production of several brief programs directed toward improvement of teacher use of media), and local production (where participants designed visuals, shot necessary pictures, or mounted displays to use in a later television production). Such arrangements not only saved time; they encouraged several institute staff members to learn more about what each of them was teaching and avoid unnecessary duplication.

Another useful device employed in several institutes was known as the "integrative seminar" -- a session of an hour or so two or three times a week during which participants were encouraged to raise questions, to express gripes, to put forth positive suggestions, and generally to put into focus the separate experiences to which they were being exposed. By having all staff members attend this seminar, full communication was assured and the time-consuming arrangements usually required to solve problems or to firm up plans were thus avoided.

Participants

The Summer 1966 advanced educational media institutes appeared to have adhered quite closely to published criteria governing selection of participants. Nearly all participants were employed at least half-time in some capacity having to do with educational media administration. Previous media administration experience was also generally required (although there were some loopholes in this criterion for those having other suitable backgrounds or preparation), yet this experience could be of quite an elementary nature. Typically, participants in advanced institutes performed their present media-related assignments without help from other adult professionals or even from non-professionals. More than half of them did have student help, however; and a third of them had as many as six student helpers. This relatively low level of educational media responsibilities was reflected, to some extent, in the more or less "unadvanced" character of instructional emphases of the advanced institutes visited and the fact that there sometimes seemed to be so little difference between those that were "advanced" and those that were "basic."

Almost without exception, the morale of participants was high. The "in-group" feeling deriving from complete immersion in group activities seemed to provide many side values to the institute experience, not the least important of which were the opportunities for individuals to share professional opinions and experiences with others. Personal friendships were also established that may be predicted to persist. Professional implications of this expanded acquaintance with individuals who work in different parts of the country under many different sets of circumstances are many.

With summer institutes of the types described here, it is perhaps to be expected that a certain amount of "hocus-pocus" will develop -- all in the spirit of fellowship and cameraderie. While, of course, such activity should not be discouraged, it does seem advisable that it be kept under control so as not to let it absorb an undue portion of participant energies or time. A trite but true rule might be: "A time and place for everything -- including fun and relaxation."

The plans of most institutes for conducting follow-up studies of participants, back on their jobs, were commendable. In two instances, particularly, these plans included arrangements for reunions at the national DAVI convention and the distribution of reaction questionnaires a few months after the institute. While such plans duplicate, to some extent, those to be undertaken by the EMIE Project, it would probably be unnecessarily difficult to effect articulation of the two programs. Any disadvantages of repetitive requests for reactions or information would probably be compensated for by the specific usefulness and immediate availability of data obtained.

Staff

The adequacy of numbers and professional qualifications of staff members assigned to advanced educational media institutes was adjudged to be generally excellent. Full-time, major staff members were nationally-known members of the educational media profession, in many cases, as were the short-term consultants brought in for special one- or two-day assignments. Supporting professional staff members (many drawn from among the best of the graduates of a previous year's advanced media institute) performed excellently in their assignments and were highly regarded by participants.

Local campus personnel generally formed the nucleus around which institute staffs were built. Their contributions to the institute program were enhanced by their previous acquaintance with the institution's resources and with others assigned from the local staff. Supplementation of local staff by individuals from other institutions or school agencies appeared to be done with care and with a view toward rounding out rather than duplicating local staff capabilities.

Several effective means of increasing staff and student-staff inter-communication were observed: (1) a staff preparation period, several days in advance of the beginning of the institute, preceded by considerable mail contacts and exchanges of information about course content or program emphases -- initiated by the institute director; (2) frequent staff conferences during which problems were identified and solutions worked out cooperatively; (3) issuance of staff/student newsletters; (4) exchange (and re-working after such exchanges) of course outlines and presentation proposals; (5) visiting each others' classes or presentations, particularly when it was considered necessary to avoid duplications of coverage; and (6) cooperative planning of team teaching presentations.

With few exceptions, regular and visiting (part-time) staff members were found to be conversant with public school problems and with modern ways of solving those problems. There was very little criticism of the staff for their lack of knowledge of what was going on in or what would "work" in school situations.

In one institute, a well-qualified "foreigner" (British Ph.D.) taught the course in programmed instruction and learning theory. While his lack of direct acquaintance with American schools might have been considered by some to have been a handicap for such an assignment, this proved not to be the case. His "outsider" point of view, coupled with his high standards for student performance, obviously stimulated participants to put forth their best efforts in completing his assignments and in grasping the content of his lectures. And while this particular instructor might have been far less successful in teaching a course based on American ways of doing things (administering educational media programs, for example), he was under no handicap whatsoever in teaching the "universals" of programmed instruction. And his personal contributions to the general atmosphere and tone of the institute were considerable.

A recurring criticism of the Summer 1966 advanced media institutes (one generally voiced for 1965 institutes, as well) was the over-use of outside, short-term (one- or two-day) consultants. At the time when institutes are being planned, the use of such consultants evidently appeals to directors as being necessary and desirable -- a means of adding expertness to and of producing a needed change of pace in institute proceedings. But the regularity with which some institutes used such persons produced a few serious problems. Students were often resentful at being interrupted in finishing up projects with which they had become involved and interested, for example. They seemed to feel that valuable time was being wasted. Institute directors, too, found the steady in-and-out flow of visiting consultants resulted in serious drains on their time. The best course of action with respect to these problems seems to be not to stop using outside consultants, but, rather, to use fewer of them, and only then at times when their presentations dovetail (and do not compete) with regular on-going activities.

Instructional Resources

Each of the institutions hosting a Summer 1966 advanced educational media institute sought to provide adequate instructional resources to support the program of instruction. It was the usual practice to set up within an area occupied by the institute group a separate library of books, monographs, magazines, tearsheets (clipping files), and similar items for use as needed. For the most part, items in such collections were the property of the institution's audiovisual center or ecucational media instruction unit; sometimes they represented specially purchased materials or those brought on loan from the main library or from other cooperating agencies or companies. Invariably, though, a large proportion of the materials of these collections were "free" types -- catalogs, reprints, advertising brochures, equipment operation manuals, and the like obtained from commercial producers of educational materials and equipment.

Several difficulties were encountered with such materials collections. In the first place, quite frequently no one was in charge of them. Instead, participants were on the honor system to draw out materials as they were needed. The problem was in getting them returned -- promptly, or at all. Then, too, since materials were not shelved systematically, specific items were difficult to locate, toward the beginning of the institute, and almost impossible to find toward the end.

Too, such collections were likely to be skimpy in many important areas and to provide little more than a modest start toward serious and organized study of most subjects or topics represented in the institute program.

Main libraries of host institutions also came in for a fair share of criticism by institute participants. Usually they were thought to be "unhandy" -- not located sufficiently close to the institute facility to permit easy access to materials when needed. There was frequent mention of the fact, too, that main libraries were without many essential book and magazine resources thought to be necessary in dealing with educational media problems. Closer questioning of participants with regard to institutional libraries, however, seemed to show they were really quite unfamiliar with them. This was perhaps an admission of the fact that "reading" (other than textbooks) was a relatively unimportant learning activity of the institutes.

Institutional audiovisual and other specialized educational media resources (including language laboratories, videotape and audiotape collections, disk collections, museums, audiovisual centers, computer-based instruction facilities, and the like) were uniformly excellent in the institutions offering advanced media institutes. This year, as last, field trips continued to provide essential enrichment of such resources in ways that improved the quality of instruction.

Physical Facilities

Perhaps the least satisfactory aspect of the three advanced media specialist institutes visited during Summer 1966 was their physical facilities in which they housed their instruction activities. Even the best of the three sets of physical facilities observed was handicapped by a large-group meeting room which was without air conditioning, was poorly equipped for light control or spontaneous use of projection equipment, had pillars blocking vision to the front of the room, contained uncomfortable seats, and had distractingly reverberant room acoustics. In addition, there were far too few meeting rooms to accommodate small group demands, and local production laboratory facilities were poorly equipped and inconveniently located at the side of the large-group meeting room and could only be used when the room was otherwise free. Despite these handicaps, however, this institute's instructional program was carried out efficiently. The inadequacies of the facilities just described were to some extent offset by their convenience of access and their completeness: a business-like film library operation, a television production studio containing a full range of the latest equipment -- including several videotape recorders, a film production studio, darkrooms, a graphics production unit (for the university itself), and others. All these units were accessible to institute participants, as were the university staff members employed in them.

Facilities of the other two institutes visited were considerably less convenient (although one was air conditioned) or equipped. The staff of one of them -- which represents an outstanding program of preparation of educational media specialists -- was seriously handicapped by distances between the one available large group room, the laboratories, the instructional materials resource center, and other facilities. In this case, too, there was a most unfortunate decrepitude about the facilities -- a general disorder and "down-at-the heels" look -- which surely did little to raise the sights of participants. Happily, though, this institution now has a new audiovisual facility on the drawing boards and a promise from the administration that its building needs will be met fully within three years. It can only be echoed that they are sorely needed.

Living and dining accommodations in the three institutes visited ranged, in quality and suitability, from good to excellent. Only one serious note of discord was found, and that arose from institute participants who were unfortunate enough to be housed in the same dormitory with a group of "noisy" high school students. To further compound their problems, these same participants were also without benefit of air-conditioning during an especially hot and humid summer. At the other end of the scale entirely was the advanced media institute that provided modern (although not air-conditioned) living accommodations for single persons or married couples, especially tasty meals, a near-at-hand collection of films and equipment in the dormitory recreation room, and a number of other advantages -- all calculated to add luster and satisfaction to the summer institute experience.

Administrative Considerations

An apt phrase for describing relationships of the three visited institutes to the host institutions' administration might be that they were "good, tight, and friendly." Except for providing better facilities in which to house instructional activities, there is little to be criticized. Supplies and special purchase equipment were available, when ordered; there was no evidence of slow deliveries of essential classroom supplies or equipment. Stipends were paid promptly; room and board costs were generally in line with expectations; registration was handled without the frustrations of unnecessary complications arising out of the fact that institutes were "government programs."

Greater amounts of pre-institute planning time was a recurringly stated need for those institute directors whose regular assignments were administrative rather than instructional. The institute director who cannot take time off from his regular administrative duties in order to plan his institute (and who must therefore do such planning as an overload) should be assigned a released-time assistant to lighten his load during the term preceding the institute.

Institute directors themselves were found to be especially busy during the institute instructional period. The hundreds of details connected with housing, dining, the taking of field trips, meeting and entertaining visiting consultants, and the like absorbed much of their time and sometimes appeared to leave them too little time for the considerably more important aspects of monitoring the quality of teaching and arrangements for instruction. Often, too, institute directors found it impossible to divorce themselves completely, for the period of the institute, from the distractions of their regular work in the host institution. When demands for the institute director's time also included teaching in the institute itself (as it did in some cases), the strain was evident.

Perhaps the most effective means of insuring tight yet friendly and permissive administrative control of their institute programs was effected by directors who followed the practice of meeting regularly each day with the entire group (participants as well as institute faculty) for a short period of time to review plans and to iron out difficulties before they became serious. These meetings could have been improved (shortened and made more efficient as communication sessions) through greater use of written materials containing details of plans and assignments to replace the less specific but generally used oral explanations.

Comparison of the relative costs of conducting advanced and other types of educational media institutes showed that the median cost per enrollee per week (exclusive of stipends) for advanced institutes was $152 (a range of $210 to $99), whereas the median cost for all types of media institutes, taken together, was only $137.

Recommendations

1. Consider approving more academic year institutes to permit greater numbers of presently employed educational media generalists in key positions (especially those in district and county units) to receive advanced, high level instruction without being required to use vacation or to ask for special leaves of absence. Raise the level of selection criteria for such institutes accordingly.

2. Continue also to offer the so-called "advanced institutes" of the types offered during the past two years, giving more emphasis to certain important aspects of the work of educational media personnel now largely omitted (including such aspects as data retrieval processes, computer-assisted instruction, independent study arrangements involving "hardware" and "software" developed especially for such purposes, educational innovation, educational experimentation and evaluation of "action research," and the like).

3. Give more attention to the backgrounds, training, and experience of participants when planning instructional programs of advanced institutes. Also develop suitable branching programs and arrangements to permit more individualization of instruction.

4. Consider the wisdom of offering more instruction in "sections" geared to varying levels of participant ability and/or interests. Consider also a voluntary attendance plan that leaves the participant to judge from advance descriptions whether he is suitably conversant with or skilled with material to be covered and whether his time would be better spent in some other activity in which he wishes to engage. In such cases, hold all participants to end-of-institute achievement levels spelled out in detail in the presentation of institute objectives.

5. Provide opportunities in advanced institutes for more problem-solving experi-

ences with "real cases" -- with actual problems related to the administration of educational media programs -- rather than to instruction concentrating heavily upon more or less abstract principles usually offered in typical "sit and listen" lecture classes.

6. Develop improved standards for instructional materials resources (particularly of printed types) for advanced institutes, and especially for those housed within the institute facility itself. Assign suitably qualified staff to manage this collection and to assist participants with various "instructional materials" problems -- including previewing and auditioning of audiovisual materials, photocopying materials for personal collections, and the like.

7. Provide advanced institute directors with competent assistance prior to or during institute sessions to permit them to give maximum attention to coordinating and improving their instructional program rather than to attending exclusively to other more or less routine details of institute management.

8. Give considerably more attention in advanced institutes to specifying objectives that reflect actual needs and functions of practicing higher level educational media personnel in the field. Special assistance may be expected, in this connection, from the DAVI Commission on the Professional Education of Media Specialists (the PEMS Commission).

9. Consider the wisdom of employing in advanced institutes an interdisciplinary staff that is not all "educational media." Unusually effective and stimulating professional insights could be expected as a result of intermixing specialists from such correlated fields as educational media, communications, psychology, linguistics, cybernetic systems, educational research, and the like.

10. Use fewer and more carefully selected outside short-term consultants and only at times when their contributions dovetail (rather than compete) with on-going instructional activities.

11. Develop better case materials (through exchanges among advanced institute directors or other means) to add reality to instruction.

12. Develop advanced media institute programs that prepare participants to work effectively as members of educational teams (composed, perhaps, of curriculum supervisors, subject matter specialists, psychologists, experts in measurement and evaluation, and persons in charge of financial and physical plant aspects of instruction).

13. Give more attention in advanced production classes to "message design" -- to the applications of applicable principles to particular kinds of educational objectives or problems rather than simply to the technical aspects of production. While it was to be expected that the typical advanced media institute participant should have at least passable production skills of many different kinds, his chief on-the-job uses of these skills should usually be in organizing, assigning, and monitoring the quality of the production work delegated to others of his staff. This fact should be recognized in planning the content of advanced institute production courses.

14. Give special attention in administration courses or workshop sessions to techniques of job analysis and job evaluation in the educational media field and to the need to recruit and train competent paraprofessionals (educational aides or technicians) to perform many essential but non-professional duties in various types of instructional materials centers.

15. Consider the possibility of offering a "special media institute" (similar to the one-week types offered during 1966 by the University of Southern California program for "content" institute directors) for directors of advanced media institutes. The emphases of such an institute could be upon: (1) specifying achievable and measurable behavioral objectives for advanced media institutes, (2) planning effective learning experiences especially suited to such objectives, (3) compiling lists of critically evaluated instructional materials (monographs, articles, books, films, tape and disk recordings, filmstrips, transparency sets, and the like), related to those objectives, and (4) developing evaluative procedures to measure their achievement.

16. Consider offering advanced institutes in physical settings that are typical of institute emphases. District or county instructional materials centers might be used, for example, and many of the problems presented for study by participants (analyses of budgets, time-and-motion studies, and others) would be drawn from or based on existing situations within the media facilities of the host organization.

17. Consider offering at least one rather generalized course dealing with librarianship essentials for the benefit of non-library educational media personnel enrolled in advanced media institutes.

Ch. 6

Special Media Institutes

by

Murray G. Phillips

What makes an institute a special media institute? There are three obvious ways of looking at an institute to determine when it can properly be classified as "special." One way is to define it in terms of its content. Here we must answer the question of how far from the content of a "general" institute must any institute's program be varied to make it appropriate to call it special. Obviously a single subject of single concept or narrow focus institute can rightfully be termed special. Limited scope of content makes feasible increased depth of study. As the content of an institute is expanded to encompass more than one subject or topic where shall the dividing line be drawn? Is a two subject institute special? A three subject institute? Four? Five? When does it cross the line and become a regular institute? This is an important question because upon an institute's designation hinges the question of how many and what kind of people will apply for admission. To the extent that there are some agreed upon standards for defining institutes, to that extent will we avoid the problem of institute participants who are unhappy because they thought they were going to be involved with a different kind of institute.

A second way of classifying an institute as special is by kinds of participants admitted to it. Does the admission of a superintendent of schools make a media institute special? How about assistant superintendents, curriculum directors, principals, and other categories of educators? If they enroll in a media institute whose content is general in nature, does this qualify the institute as special? Is a basic media institute limited to school administrators still a basic rather than a special institute?

A third way of defining institutes is in terms of their duration, but this is probably the least defensible. If we accept the fact that most institutes are in the six- to eight-week range, how do we class those that are shorter or longer? What is special about an institute which enrolls prospective media specialists, presents them with typical content of a general nature in three or four weeks, or, conversely, in nine or ten weeks? Is it the rapid or leisurely pace? Is it now more appropriate, in such cases, simply to list them as "short term" or "long term" and not as special?

To summarize this discussion of qualities attached to special institutes, it is obvious there are thus three possible factors for consideration -- those dealing with range of content, characteristics of participants, and duration. It seems most appropriate to class as "special" only two types of institutes: (1) those dealing in depth with a narrow range of topics in the educational media spectrum (i.e., institutes that are quite specific, not general, in their content), and (2) those filled with individuals who are not media specialists (as in the case of media institutes for other school administrators) who may consider a fairly broad range of educational media topics in relation to their special problems and interests. Attaching the term "special" to institutes simply because they are offered for shorter periods of time than is customary does not seem defensible.

Factual Data

The five institutes classed as "special" and discussed in this chapter were those offered at: (1) University of Arizona, Tucson, "Special -- Trainers of Teachers" (for college teachers); (2) University of Kentucky, Lexington, "Preparation Techniques and Utilization of Inexpensive Materials" (for elementary principals and "Head Start" supervisors); (3) Syracuse University, Syracuse, "Instructional Experimentation" (for specialists, administrators, and trainers of teachers); (4) University of North Dakota, Grand Forks, "Media Administration in Small School Districts" (for specialists and small school administrators); and (5) University of Pennsylvania, Philadelphia, "Training in Programmed Instruction" (for specialists).

It may be seen that these institutes were distributed geographically in various sections of the country: East (University of Pennsylvanis, Syracuse University), South (University of Kentucky), Rocky Mountains and Plains Area (University of North Dakota, University of Arizona). On-site visits (reported in Section II of this chapter) were made to institutes at the University of Pennsylvania, Syracuse University, and the University of Kentucky.

Characteristics of the "Special" Institutes

The three special institutes observed by the EMIE on-site visitor were offered at The University of Pennsylvania, Syracuse University, and the University of North Dakota. Institute titles, selection criteria, objectives, and instructional program emphases were as follows:

University of Pennsylvania, Philadelphia, offered its special institute under the title, "Training in Programmed Instruction." Selection of participants gave preference to individuals applying from the same school districts as members of two- or three-member teams. Each team was expected to consist of at least one teacher and one other leader such as a curriculum coordinator, supervisor, or department head. Other combinations and qualifications were also considered. The rationale behind the "team of participants" approach was that innovational efforts "back on the job" would be concentrated and improved through multi-level capabilities represented in the groups selected.

Teams of enrollees were expected, by the end of the institute experience, to be able to:

(1) Explain to fellow teachers the psychological background or rationale and trace the development of programmed instruction to date;

(2) List by name and source programmed materials available for school use in their own subject areas of specialization;

(3) Give guidance in the appraisal, selection, acquisition, and use of programmed materials currently available for school use;

(4) Construct, test, and revise programmed learning materials in their own subject areas of specialization;

(5) Suggest a variety of ways whereby programmed materials of instruction can be articulated with various plans of internal organization relating to particular school programs of instruction in their areas of responsibility and to various types of instruction, such as team teaching, ungraded classes, large group instruction, etc.;

(6) Evaluate and implement the use of multisensory materials of instruction in their own schools; and

(7) Provide instruction for professional members of their own staff.

Five major themes, developed for the institute, were also titles for the institute's five principal courses: (1) Introduction and Basic Concepts in Programming, (2) Basic Concepts in Language and Communication, (3) Special Curricula and Implications for Programmed Instruction, (4) Media and Instructional Technology, and (5) Testing and Evaluating Programmed Materials.

Syracuse University, Syracuse, titled its special institute "Instructional Experimentation." Participants were expected to have completed at least a master's degree, to have had three courses in the educational media field, and to hold or to have the experience necessary to obtain a teaching certificate in the states of their origins. Preference was expressed for full-time directors or assistant directors of educational media programs. Three principal objectives were cited: (1) to make an intensive and organized appraisal of technological and methodological advances in education and related areas, (2) to relate these advances to historical, cultural, and philosophic foundations of education, and (3) to incorporate these advances into the existing frameworks of education or develop new frameworks for their use. Content areas emphasized included: (1) programming for auto-instruction, (2) computer programming, (3) systems and education, (4) administrative process, (5) PERT procedures, (6) responder units, (7) data transmission, and (8) behavioral objectives.

The University of North Dakota, Grand Forks, offered a special institute under the title, "Media Administration in Small School Districts." Participants were selected from among school administrators in the North Central Great Plains school districts with little or no previous media experience. Priority was given to superintendents of small school districts (defined as one with less than 800 students or less than 35 staff members) not participating in cooperating instructional materials services and without trained media personnel. Objectives of the institute were to introduce participants to: (1) new materials and simplified production techniques, (2) problems in selection and utilization of media, (3) the over-all administration of a media program, (4) techniques of in-service training, (5) cooperative media service programs, and (6) proposal writing for media programs funded under various federal acts and foundation programs. The content of the institute featured new materials and simplified production techniques; selection, utilization, and administration; and leadership and innovations.

Two other special institutes, not observed by the EMIE on-site visitor, were offered at the University of Arizona and the University of Kentucky. Their characteristics were as follows:

The University of Arizona, Tucson, titled its institute, "Special -- Educational Media for Trainers of Teachers." Participants were expected to have three or more years of teaching experience at the college level with a 60 per cent teaching load and, during the previous year, to have taught courses in history, geography, English, reading, or education (in areas related to the training of teachers for the fields named). They were also expected to have the rank of instructor or above. The general purpose of the institute was to make college teachers professionally competent in the use of media, such as instructional TV, programmed materials, transparencies, and slides; the design of instructional systems; and selection of instructional materials. Areas of instruction included: learning theory; instructional systems; social psychology and educational media; audiovisual equipment; visuals for projection; photographic media; teaching programs; instructional television; and diagnosis and evaluation.

The University of Kentucky, Lexington, offered a special institute titled "Preparation Techniques and Utilization of Inexpensive Materials." Criteria for eligibility included: certification as an elementary teacher, librarian, or principal; three or more years of experience in the elementary school; a minimum of professional preparation in educational media; and either present or assured future responsibility for an educational media program for an elementary school or for supervising a Head Start Program. The general objectives of the institute were: (1) to assist persons responsible for educational media programs in elementary schools to learn the techniques for locally producing inexpensive instructional materials, and (2) to examine ways of utilizing and integrating teacher-made materials into the curriculum. Three courses were offered: (1) Modern Educational Problems -- Preparation of Instructional Materials, (2) Visual Teaching, and (3) Organization of Audiovisual Materials.

Characteristics of Participants

The 169 individuals enrolled in the five special institutes came in the following numbers and percentages from various parts of the country: Pacific Coast, 9 (5%); Rocky Mountains and Plains Area, 33 (20%); Midwest, 33 (20%); South, 45 (27%); and East, 49 (29%). Approximately 80% of the enrollees were male; 83% were married; their average age was 38. Nearly three-quarters (74%) of the participants in special institutes were employed in communities with populations of less than 100,000. Of these, 54% worked in towns or small cities with populations of less than 25,000; 7% worked in large cities (populations 200,000 to 500,000); 6% worked in cities of over 500,000.

A total of 86% of the participants worked in public institutions (school or college). The largest single group of participants (27% of the total) indicated they worked in colleges or universities. Another 16% worked in grades 1-12 type schools; 11% worked in grades 1-6 schools; 9% worked in county or district offices. More than half the participants (65%) had already earned a master's degree and had completed additional work beyond it but were without the doctorate. An additional 7% did have the doctorate, and a small number (2%) had completed some post-doctoral studies. Another 17% had earned the master's degree without additional work beyond it. Participants had completed a median of 45 semester units of graduate work prior to enrollment; a fourth of them had completed more than 60 units of such work.

Nearly two-thirds of the participants indicated they had completed a basic audiovisual course before enrolling; 10% had completed a graphics course; 14% had taken a course dealing with the utilization of audiovisual materials; and 18% had completed a course dealing with the administration of educational media. Completion of other specialized media courses was noted by the following percentages: radio education (10%), TV production (9%), TV utilization (10%), still photography (8%), programmed instruction (9%), evaluation of educational media (10%), and research problems in educational media (8%). Courses in library science were completed as follows: library school relationships (12%), selection of library materials (17%), basic reference materials and services (15%), and reference and bibliography (10%).

Participants were asked to indicate the amount of time they devoted to educational media duties related to (a) audiovisual services, (b) library services, or (c) combination (instructional materials center) services. Results showed that 55% of the participants listed themselves as being responsible for audiovisual services, 28% for library services, and 33% for combination IMC services. Participants were also asked to indicate the amount of time they devoted during any percentage of their paid professional day to various educational duties. Responses showed that 60% spent some time as classroom teachers, 42% in some non-media school administrative activities, and 32% in coordinating audiovisual services. Various smaller percentages were assigned to such duties as: (a) IMC director, 15%; (b) materials production specialist, 9%; (c) ITV specialist, 3%; and (d) librarian without audiovisual duties, 2%.

Membership of special media institute participants in "educational media-oriented" organizations and associations was also studied. Only 16% were members of the Department of Audiovisual Instruction (NEA); 17% belonged to their state audiovisual association, and 6% to a county or district group. Other kinds of memberships were still less common. But more than two-thirds (69%) of them belonged to the National Education Association.

On-site Visitor's Evaluation*

Program Objectives and Emphases

Setting aside for the moment the question of whether or not the three special institutes visited should have been so designated, their objectives were for the most part appropriate. This is said despite the fact that there was a tendency on the part of directors to "throw in the kitchen sink" on the theory that one or another topic was so important it could not be omitted. Noble as these directors' intents may have been, this latter practice was seen to subvert the "special" nature of an institute by making it too general. Thus it would seem the general rule should be: If participants apply for a special institute, don't offer them a general one.

There was little or no change in objectives of visited institutes once they had begun. In one institute it was noted that a change had occurred, however, because participants proved to be less sophisticated than the director had hoped. Thus it was necessary to slow the pace of the institute and, perforce, to abandon a few culminating objectives. At another institute a change in objectives occurred at the request of the participants. One topic which had been slated for only brief mention caught their interest and was allotted more than the intended proportion of time. Changes of this sort are to be commended when they are defensibly related to important activity or content. They take account of the abilities and interests of participants without undermining the institute's basic intent and purpose.

One important concern about institute's objectives is the extent to which the staff understands its purposes. Careful staff orientation appears to be extremely important if an institute's goals are not to be innocently undermined. This factor was not a problem in any special institute visited. In all cases, staff members seemed well aware of what their institutes were attempting to accomplish.

There is an obvious need for utmost clarity and precision in stating any institute's objectives, especially those classed as "special." In at least one instance, an otherwise fine program was marred by the unhappiness of students who were failing to get what they expected when they applied for admission. Many participants who had come expecting a general institute were quite disappointed to find themselves in a special institute. While the brochure publicizing the institute made it quite plain that the institute was to be a special one, it had also alluded to the fact that some attention would be paid to other matters, too. This was the source of the trouble. As it turned out, the institute program gave only passing attention to most other matters and quite properly focused attention on the one announced subject of emphasis. The reaction of many participants in this institute can be paraphrased as: "I knew it was going to be a special institute but I didn't know it was going to be that special."

Instructional Program

It is impossible to discuss common instructional program features of the three special institutes visited because each had different objectives from the others and there was no commonality of program elements or design. Within these limitations, however, the scope and organization of the special institute instructional programs seemed appropriate to their objectives. The primary problem faced by each was that of being able to fit essentials into the time available. This was a forced situation which each institute director was required to deal with. It was necessary that he decide what to include and to emphasize in his program. His were the choices of including less content, of increasing the duration of the institute, or of not going into depth with each program topic.

The successful director appears to be one who finds ways to individualize an institute program to the fullest in light of local conditions. On these visits, each director was found to have been able to modify his institute's program to some extent to accommodate to the kinds of students attending. Group and individual projects, free time for study, and individual counseling were examples of means successfully used. To be maximally helpful the provision of such opportunities was seen to require the presence of a large staff and a small student-teacher ratio. Easy access to repeated individual counseling sessions is especially important. It appears to do an institute participant little good to be told that the staff is available to help him when he finds, every time he tries to get help, that it is busy.

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*The on-site visitor's comments are drawn from observations at Syracuse University, the University of North Dakota, and the University of Pennsylvania.

A number of effective teaching techniques were observed in the special institutes. One of the simplest and most powerful techniques involved repeated uses of media in appropriate and interesting ways as normal aspects of teaching. These examples of good practice were believed to be significant means of changing institute participant behavior. Theoretical discussions which otherwise remain forever at a theoretical level and that never seem to have the breath of life infused into them by showing applications of theoretical principles in real life situations will probably not be applied later in participants' practices back on the job. Case studies brought life to the otherwise theoretical aspects of some instructional programs in the special institutes. A third effective technique observed was the provision of specialized equipment for participant use. Two examples may be mentioned, both involved with programmed, computer-assisted instruction. In each case, terminals were made available to participants so that they could not only prepare programmed materials for computer-assisted instruction but were able to enter their programs in the computers' memory system and to work with these programs as though they, too, were learners. This appeared to be a much more valuable practice than simply having participants talk or read about computer-assisted instruction in the abstract.

The total instructional program of any institute is made up of many elements. The successful integration of these elements into a worthwhile program requires the use of a number of techniques. The foremost requirement is for the director to be alert to the need for a continuous flow of information between and among students and staff. Some of the techniques employed in special institutes for this purpose were quite successful. For example, weekly unsigned evaluations from all participants were a most helpful device for obtaining student perceptions of how the institute was faring. Having the staff sit in on each other's programs and presentations also proved an effective technique for correlating the many different strands of institute programs. One director made a regular practice of speaking at some length with each short-term consultant to the institute immediately before his presentation. Needless repetition was thus avoided because each consultant was brought up-to-date on what material had already been covered. It seems clear that whenever part-time staff are employed they should be worked with very closely so that they can operate effectively. One director held daily staff meetings during the first few weeks of his institute to help insure this integration of part-time people into his institute program.

When designing their instructional programs, directors must choose between stuies which go into depth and those of survey types. An institute which concentrates on a limited number of topics is able to go into greater depth than is the institute having a program composed of many different topics. In the institutes visited, there appeared to be a good balance between depth and survey type studies, and especially when one takes into consideration the duration of each institute.

Teaching effectiveness in the special institutes was observed to be of a generally high order. This is a tribute to the wise choices of directors when selecting their staff members. Lectures, seminars, and laboratory activities were the most common modes of presenting information and imparting skills. The one consistent criticism made by participants was directed not toward the quality of the instruction but, rather, toward the sheer number of instructors to whom participants were exposed. Participants invariably responded in negative ways to large numbers of scheduled lecturers. This is not surprising, it is quite consistent with reactions of participants in institutes offered during Summer 1965. This fact alone should serve as a double warning to all future directors not to schedule more than a limited number of guest lecturers.

Opportunities for informal learning were used to best advantage in instances where students lived in dormitories and thus could meet readily with each other or confer outside of class. These opportunities were enhanced further when some of the staff members themselves lived in the dormitories and were available for after-class conferences.

It is important to inject a variety of learning activities into any institute program. There seems to be a fairly direct relationship in the special institutes between the number of different types of learning activities and two factors: (1) the duration of the institute and (2) the number of different subjects covered. The longer the institute, the more different kinds of activities can be introduced logically. Conversely, the fewer the number of topics, the more variety in the number of learning activities.

Participants

In each of the special institutes visited there tended to be a good, but not necessarily exact, match between the characteristics of actual participants and those the director had in mind when writing his original institute objectives. Directors who wanted teams of educators from the same district were, for the most part, successful in attracting them. Wherever a regional limitation existed (one intended to cluster participants to encourage later cooperative endeavors) directors also seemed to be successful in attracting appropriate students. One interesting fact turned up in two institutes which endeavored to attract superintendents, assistant superintendents, and curriculum directors. Each institute director was disappointed in not being able to attract as many of these types of participants as he had originally hoped to. This is not surprising. Highly placed educational administrators are not usually able to get away from their duties for extended periods of time and are thus likely to be attracted only by short term institutes (lasting not more than three weeks at the maximum).

When asked if they would change any of their selection procedures if they were given the opportunity to run similar institutes again, two special institute directors indicated that they would not. The third director indicated that he would run a shorter institute with the hope that a greater proportion of higher level school administrators would be able to attend than attended his then current institute. It is interesting to note that one of the directors who indicated that he would make no changes if given the opportunity again was at the same time disappointed at the samll number of top level administrators he had drawn. In his case, however, he was unwilling to shorten his institute because of his firm conviction that the institute's content could not be adequately covered in a shorter time.

Staff

The problem of finding enough high quality personnel to staff special educational media institutes is acute. The directors' suggestions concerning good sources of information about possible staff members were quite uniform. In essence, what each stressed was personal knowledge (of their own or of other trusted informants) about potentially good staff members. It is obvious that there exists no good source of information of this kind available to all directors. It is a much-needed kind of information, however.

One problem faced by all institute directors -- special or general -- is that of coordinating teaching assignments and minimizing omissions, overlaps, and inappropriateness of content. Several techniques were recommended by special institute directors for accomplishing this coordination. Prior to the institute, they would have the following done: (1) hold an early one- or two-day meeting of the institute staff to be used for initial planning, followed by a telephone conference call to firm up this initial planning, (2) bring the staff on campus for at least one week prior to the beginning of the institute for intensive, detailed program planning, and (3) give institute participants some type of test, as soon as they have been selected, to give some indication of their particular strengths and weaknesses for the proposed program. Such information was believed to be of great assistance in planning and modifying instructional programs. After the institute has begun and throughout its course, the following activities should be carried out: (1) assign staff to offices which are sufficiently near to each other to permit easy staff conferencing, (2) hold regular meetings of the entire staff, (3) hold meetings with individual staff members as often as required, (4) provide for continual revision of the institute program in light of the participants' changing interests and competencies, (5) tape record all presentations so as to provide bases for discussion, if needed, and (6) brief each short-term consultant prior to his presentation.

The student-teacher ratio is a critical item. Participants especially appreciate personal help from the staff and deserve ready access to appropriate staff members when needed. Such access can be provided only by having a sufficiently large staff. This problem was discussed earlier.

The quality of the full-time staff and the one- or two-day consultants was found to be uniformly excellent. One institute experienced some problem with its part-time staff. Lack of specialized training and experience in the particular field of the institute put these part-timers at a disadvantage in helping participants. Participants soon became aware of this problem and were frustrated by the lack of fully-competent instructors. Special institutes find this a particular problem since their programs tend to contain material new to the media field or just coming into general acceptance. Perhaps special institutes will be needed to train personnel for media institutes.

No problems existed with respect to non-professional help since none of the special institutes seemed to use such help in any instructional capacity.

Instructional Resources

With one exception, instructional resources and services provided by host institutions for special media institutes appeared to be adequate to their purposes. In two institutes concerned with computer-assisted instruction, available on-campus computer centers were not utilized in any way for programming purposes. Other than for purposes of a field trip to see what a computer center looked like, the on-campus centers might just as well not have existed. In both cases, however, participants worked with remote computers connected to local terminals by long-distance telephone lines.

In addition to these off-campus computers, other off-campus instructional resources were utilized. For example, normal and special public and private schools were used to try out newly-developed materials on appropriate target populations. This permitted revision and further tryout. Field trips were made to still other off-campus resources related to institute purposes.

In each case, institute directors felt that there was a lack of non-print materials appropriate for use in special institutes. This problem can be solved only over a long period of time. Perhaps special institutes, by their very nature, will be found never to have enough such materials since they tend to operate on the frontiers of the media field.

Physical Facilities

For the most part, physical facilities provided for use by the special institutes seemed adequate in size and number and in quantity of equipment. Each provided large group, small group, and individual study spaces. Laboratory facilities needed to be quite specialized in nature but proved to be adequate. For example, the prime laboratory for two institutes required the presence of teletypewriter terminals and chalkboard space. These were available and were well-used.

One of the important functions of an institute's physical facilities should be to raise the sights of its participants. One institute which met in new, interestingly designed quarters met this criterion particularly admirably. Another worked in both old and new quarters and thus provided only partial uplift to participants. The third utilized comparatively new, but pedestrianly designed facilities which offered no new ideas to participants concerning functional yet imaginative design of learning spaces.

Each institute, to a greater or lesser degree, could profitably have used more classroom space for simultaneous multi-group activities. As an institute's program progresses, there is usually increased need for additional small group spaces. To the extent that these can be provided, the participants are able to individualize their work to a greater degree and are thus more satisfied with their institute experience as a whole.

Administrative Considerations

Each special institute director expressed pleasure with administrative support provided by his institution. The only sour note related to housing facilities.

All directors agreed upon their recommendations concerning pre-institute administrative planning and released time. Their recommendations, in summary form, are as follows:

1. Earlier announcement of institute awards by the U.S. Office of Education would be most helpful.

2. Institute directors need more released time, preferably in terms of the duration of this released time. It should be started earlier in the academic year, the sooner after announcement of the awards, the better.

3. Earlier announcement of institute awards would also facilitate selection and briefing of staff.

4. It would be helpful to be able to select institute participants earlier in the year. This would allow for greater preparation of participants prior to commencement of an institute and the administration of any required tests well in advance of the opening date of an institute.

Each director seemed to have the administrative details associated with conducting an institute under control. No particular problems were discernible.

Participants were found to be keenly aware of the director's attitude toward modifying an institute's program. They were pleased when they saw tangible changes based upon their expressed desires. They resent instances in which they saw no change of program because of a director's apparent rigidity.

Recommendations

The five "special" institutes with which this chapter has been concerned were offered at: (1) the University of Arizona, Tucson, "Special -- Trainers of Teachers" (for college teachers); (2) the University of Kentucky, Lexington, "Preparation Techniques and Utilization of Inexpensive and Teacher-Made Materials" (for elementary principals and "Head Start" supervisors); (3) Syracuse University, Syracuse, "Instructional Experimentation" (for specialists, administrators, and trainers of teachers); (4) the University of North Dakota, Grand Forks, "Media Administration in Small School Districts" (for specialists and small school administrators); and (5) the University of Pennsylvanis, Philadelphia, "Training in Programmed Instruction" (for specialists).

All in all, these special institutes were judged to be accomplishing their goals. Participants in each seemed to be acquiring important information and developing increased competence in major areas of institute concern. The following general recommendations are made with regard to these institutes:

1. The character of special institutes, and their place in the total program for the advanced training of educational media specialist personnel, deserve study. Particularly important are the issues: Should valuable "spaces" in media specialist institutes (only a limited number of institutes can be offered with the funds available) be used for providing instruction to school superintendents, specialists in various content fields (teachers of school subjects, for example), and the like, rather than to professional media personnel themselves? Or should more attention be given to providing opportunities through "special" institutes for professional educational media personnel to gain "in depth" experiences and competencies in limited selected aspects of their work

(programmed instruction, management of media personnel, evaluation of media program outcomes, and the like)? These problems should be considered and reported upon by representatives of the field's various professional organizations (DAVI, NAEB, AASL, and others).

2. Further attention should be given to relationships between the regular Educational Media Specialist Institute program (NDEA Title XI) and the Special Media Institute program sponsored by the University of Southern California. With the latter program, institute directors from selected content fields volunteer (and are selected) for attendance at a special one-week, during-the-year institute in which they are exposed, by fields, to opportunities and ways of integrating "educational media" experiences in their own institute programs. Perhaps the urgent need to give adequate attention to educational media matters in all such types of institutes can be achieved better through the "special media institute" procedure than by using regular EMSI allotments for this purpose. Certainly, the increasing interest of the various professional and learned societies now forming the membership of the Consortium of Professional Associations for the Study of Special Teacher Improvement Programs (CONPASS) would suggest that this is the case.

3. The Higher Education Act (Title VIB) itself appears to offer similar opportunities for expanding "special" aspects of educational media programs for professional staff development. Through it, opportunities are now available to offer advanced instruction for educational media specialists employed at college or university levels (which, presumably, could include individuals engaged in conducting teacher education programs at that level which was the concern of one special educational media institute -- that at the University of Arizona -- for Summer 1966).

4. The content and other special fields represented in CONPASS or similar organizations might properly be expected to offer institutes that concentrate heavily upon educational matters. An institute intended to up-grade the qualifications of modern foreign language instructors, for example, to make better use of language listening laboratories and related audiovisual materials (including those that might be produced locally), has been proposed. Similar proposals might be expected for teachers of history, geography, disadvantaged children, or others.

5. A roster of personnel qualified to assist with instruction in such institutes (those having dual competence in one or more aspects of educational media and in the field of the institute itself) should be prepared.

6. Special institutes have the disadvantage of attracting applications from individuals who are interested generally in the subject of the institutes but who may later be disappointed by their limited scope (i.e., their "specialness"). It is therefore especially necessary with special institutes, to spell out in full detail in brochures and information leaflets the intended nature of specialization.

Ch. 7

Television Institutes

by

Erling S. Jorgensen

Six educational media specialist institutes stressing the role of television in education were held during the Summer 1966. They were distributed geographically in the South (Columbia College), the Midwest (Miami University and Wayne State University), the Rocky Mountains and Plains Region (Kansas State College at Pittsburg), the Pacific Coast (University of Idaho), and Hawaii (University of Hawaii). Columbia College, Miami University, Wayne State University, and the University of Idaho were visited by the on-site visitor.

Factual Data

Characteristics of Television Institutes

The various criteria used in selecting participants and the instructional objectives and program emphases for each were as follows:

Miami University's institute program was aimed at: (1) basic understanding in the organization and supervision of instructional television; (2) classroom utilization of instructional television; (3) production of instructional television programs for classroom teaching; (4) developing an all school in-service program for instructional television; and (5) production of various locally-made audiovisual materials.

Admission priority was given applicants of personal promise and academic ability from schools demonstrating need for improvement of instruction by means of television. Selection data included: (1) personal information on the application form; (2) letters of recommendation; (3) transcripts of all college work; (4) certification as to the amount of released

time for ITV; (5) description of responsibilities for ITV; (6) anticipated future responsibilities for ITV; (6) educational background; and (7) types of degrees held.

The instructional program of the Miami institute was organized around the following three graduate courses: (1) Development of Instructional Materials for the Classroom; (2) Educational Television; and (3) Minor Problems. The last course was set up so that each participant could have the opportunity to study a specific problem of interest to him in the area of instruction television under the guidance and with the assistance of an instructor.

Wayne State University's program had the following objectives: (1) to upgrade the knowledge and experience of participants in the application of television in education; (2) to alert participants to specific curriculum needs in their own institutions and to help them to evaluate those needs; (3) to extend their knowledge and experience of methods of administration of educational television facilities and to help them consider their role in aiding the classroom teacher; and (4) to develop the abilities of participants to use research and evaluative techniques in improving the utilization of the mass media in teaching.

Participants in this institute were expected to: (1) be responsible for supervising the utilization of ETV in a school system; (2) be from schools utilizing ETV during the 1966-67 academic year; and (3) have had at least some previous training and/or experience in the utilization of educational media.

The instructional program was divided into four areas: (1) Applications of Instruction Television to Curriculum Development; (2) Administration of Educational Television; (3) Methods of Evaluation and Research; and (4) Television Production Methods and Materials.

Columbia College's program was designed for television specialists at the school district level having wide responsibility for educational television resources. Admission was limited to persons who: (1) were from the Southeastern U.S.; (2) possessed an active teaching or administrative credential; and (3) could document that provisions would be made to enable them to implement ideas gained from participation in the institute.

Specific objectives of the Columbia College institute were: (1) a study of principles and problems involved in curriculum planning, production, and effective classroom utilization of educational television; and (2) to provide practical working experience in designing and producing curriculum units for television.

The academic program of the institute was reflected in the following course titles: (1) Utilization of Television Resources; (2) Development of Television Resources; and (3) Curriculum Planning.

The University of Hawaii offered a program to "elementary teachers or administrators who are responsible for the coordination of educational television in the individual elementary school with a sufficient background of skills and competencies in ETV to provide an effective implementation of the utilization of ETV." A representative sample of applicants was selected from five school districts in the state of Hawaii; preference was given to individuals having only minimal preparation in ETV or audiovisual media.

It was anticipated that, upon completion of the Hawaii institute, participants would: (1) comprehend the role of educational television as an aid to improving and extending instruction; (2) understand the problems of, and be able to effectively integrate educational television programs into the existing elementary school curriculum; (3) be familiar with various methods of utilizing televised programs; (4) understand the need for proper physical arrangement of the ETV reception room, know the principles and reasons for them and be able to select and to operate properly various television receiving apparatus; (5) develop skills in the techniques and procedures of disseminating information about selection, utilization, and evaluation of ETV; (6) be fairly proficient in carrying out various evaluation procedures; (7) perceive the advantages and possibilities of, and have the capability of using other media and teaching tools in conjunction with ETV; and (8) have an understanding of basic ETV production techniques.

Emphases in this program were reflected in the instructional segments: (1) learning theory and the characteristics of new media; (2) television in education; (3) organizing a television learning environment; (4) curriculum goals and objectives via ETV; (5) ETV production, (6) CCTV, other media and receiving equipment; (7) in-service instruction; and (8) evaluation of ETV programs

The University of Idaho's program was designed specifically for teachers from Northern Idaho with no experience in instructional television and to help them become specialists who would then act as "coordinators and/or consultants for their respective school districts, assist teachers in the district in the preparation, utilization and evaluation of television courses they are using or planning to use and act as liaison people between the school district and the University of Idaho educational television station". Each participant was required to have a statement from his superintendent that the applicant would be made responsible, as a specialist, for instructional television in his district.

Major emphases of the Idaho program were on the preparation, utilization, and evaluation of telecourses. Areas covered in week-long instructional blocks were: (1) basic television production; (2) lesson plans and television scripts; (3) course outlines and teacher guides; (4) production of elementary school ITV programs; (5) production of secondary school ITV programs; and (6) utilization and evaluation of ITV programs.

The Kansas State College of Pittsburg program was directed toward media specialists or supervisors having minimal preparation and experience with closed circuit television or with media responsibilities in grades K-12. Applicants were required to present evidence of: successful experience and leadership in their profession; successful experience as a teacher; and a suitable educational media background.

Major emphases of the Kansas State program were reflected in the following organized subject matter area titles: (1) Research Findings in Instructional Television; (2) Television Theory; (3) Programming Information for Closed Circuit Television; and (4) Closed Circuit Television Production Techniques.

Characteristics of Participants

The 158 individuals in attendance at the six Summer 1966 television institutes came in the following numbers and percentages from various parts of the country: Pacific Coast, 3 (2%); Rocky Mountains and Plains, 46 (29%); Midwest, 64 (40%); South, 42 (27%); and East, 3 (2%). A majority (68%) of the participants were male; 82% were married. Their average age was 38.

The majority (67%) of the participants were found to be employed in communities with populations under 100,000. Of these, 30% worked in communities ranging, in population, from 2,500 to 25,000; only 16% worked in towns under 2,500. Typically (as might have been expected), they worked in public schools (93%). Their median number of years of such employment was six; the modal number was three years.

The largest single percentage (31%) of participants reported they worked in grades 1-6; 11% indicated they worked in a central or district office; 12% worked in grades 1-12.

Approximately half the participants had earned master's degrees; 47% of them had not; 10% of them had completed no graduate work beyond the bachelor's degree. The median number of completed graduate units earned by participants was 39; but 25% had earned more than 48 graduate units.

Approximately six out of ten (60%) of the television institute enrollees had already completed a basic audiovisual course before attending. However, fewer than 10% of them had completed other "media" courses (TV production or utilization, graphics production, still photography, basic reference materials and services, school library administration, and the like).

Television participants were asked to indicate the amount of their responsibility (full-time or part-time) for: (1) audiovisual activities, (2) library activities, or (3) combinations of library and audiovisual activities (as in an instructional materials center). Approximately 60% of them indicated some degree of responsibility for audiovisual activities; 24% stated that they have, or had, responsibility in an instructional material center; approximately 15% reported that they have, or had, responsibility for library services in the organization in which they work.

Participants were also asked to indicate the amount of time they devoted during any percentage of their paid professional day to various educational duties. The largest percentage (66%) indicated they spent time as classroom teachers; 32% reported that they devoted some time to service as an audiovisual coordinator; "school administration" accounted for some part of the duties of another 32%. Other assignments were as instructional television specialists (13%), materials production specialists (5%), instructional materials center directors (7%), and librarian with no audiovisual responsibilities (2%).

In response to a question concerning present membership in "educational media-oriented" professional organizations, approximately 13% listed DAVI (NEA). Only 12% stated they belonged to state audiovisual associations; 4% belonged to county or district audiovisual associations. Other types of membership were in still lower percentages. But nearly three out of four (74%) belonged to the National Education Association.

On-site Visitor Evaluation

Program Objectives and Emphases

Great similarity existed in the planned objectives of the ITV Institutes. Stated in the proposals to the U. S. Office of Education and published in brochures announcing the institutes are two objectives common to all of them:

(1) to improve television utilization techniques in school classrooms, and

(2) to provide experience in planning and production of instructional television materials.

In addition, other objectives were stated by each institute. These reflected the special interests of the institutions and the needs of the area in which they were located. As examples: Hawaii, Idaho and Columbia specifically aimed to train persons as effective ITV leaders in school districts served by their ETV stations or networks; Wayne placed emphasis on evaluation and research as means of improving educational utilization of the medium; Miami integrated with ITV production the production of locally-made audiovisual materials; and Kansas State highlighted development and use of closed circuit television systems.

Institute objectives were deliberately stated in terms which coincided with the perceived needs and interests of public school personnel in the regions served by the institutions. Happily, the objectives appear to have coincided with the real needs of the participants in most instances. Where differences existed it was apparent that the institute planners had relied too heavily on theoretical needs of schools and teachers or that participants had expectations of too special a nature to be met by an institute program. For the most part, institute programs as presented in class-work, projects and other activities were an accurate reflection of the published purposes and objectives. Participants, nonetheless, have individual needs and future institute planners should arrange to adapt their programs to fit these needs by allowing for individual counseling and instruction within the institute framework.

All of the 1966 institutes sucessfully adapted their schedules to meet some special needs which developed after the participants arrived. One institute director surveyed his participants by mail before the institute began and gained from the information gathered new insights into the expectations of his group. Such a survey, made as early as possible, is recommended to future institute directors.

It is important that the institute staff have very clear understandings of the objectives of the institute and of the specific responsibilities with which they as individuals are charged. These are difficult to develop before the institute staff can gather as a group. Furthermore, each staff member needs time to gather materials and organize his teaching before the institute begins. This was difficult for visiting staff members in the 1966 institutes and suggests that early and detailed program planning is essential. It is suggested that advance planning might be augmented by a meeting of the staff some weeks in advance of the institute.

Instructional Program

While individual staff responsibilities need to be carefully specified so as to make coverage complete and to limit overlapping preparation and presentations, the separate aspects of an institute should not be taught as so many "courses". The staff should work together with the goal being the presentation of a unified body of information and techniques. This requires the staff to understand the difference between summer session instruction in a typical university situation and institute instruction of the workshop type found most valuable in 1966.

In the four institutes visited in 1966, a wide range of subject matter was presented to participants. Instruction was adjudged to be of high caliber for the most part. But some subject matter was judged too academic and theoretical by participants. Some was regarded as too repetitive and elementary. The difficulty was particularly noted where the staff was not sufficiently experienced in the realities of classroom instructional practices and school system operations. Most institute participants, it must be remembered, are graduates of colleges of education. Their backgrounds and professional experience typically include instruction in educational psychology, learning theory, instructional methods, organization of instruction, etc. Television specialists trained in broadcasting and communications are not always aware of these backgrounds and tend to "begin from the beginning". Institute directors of future institutes would be wise to consult with educational specialists concerning elements of their programs dealing with educational theory in order they may be made of greatest value to participants.

Participants typically prefer content that is very specifically useful in their school situations. They regard theory as valuable only when it illuminates the practical. They delight in practicalities which some university faculty may regard as mundane and unessential.

The 1966 institutes generally were successful in steering the middle course between the extremes of theoretical and practical, advanced and simple. But future institutes should profit from two practices which were especially well received by 1966 institute participants and a third which was suggested by the plan of one institute and by individuals in other institutes.

1. Equipment demonstration and consultation: Demonstrations and displays by audiovisual and television equipment manufacturers were a high point of one institute. Manufacturers provided equipment and representatives for a two-day period. General sessions were held for the purpose of explaining capabilities of systems and new applications. Time was set aside for individuals to visit the displays and ask specific questions. At the same time and following the exhibits, a consultant from a large school system engineering staff was available and provided an independent point of view. He counselled the participants regarding comparative strengths and weaknesses of the hardware shown. At all institutes, information on equipment and installations was described as highly desirable by participants.

2. Field trips to operating school ITV systems: All four 1966 institutes included field trips which were very popular with participants. Not all of these were to working ITV systems. Trips to commercial television stations add little to the institute program and should be avoided. However, observation of ITV production centers in operation and opportunities to hear presentations by professionals in ITV were successfully used by some of the institutes. The fact that instructional TV centers are not always active in the summer months limits this opportunity but frequently special arrangements can be made to allow a visit to be scheduled. The emphasis should, of course, be on substantive aspects of the center visited and not on a mere "tour" of the facilities.

3. Observation of and experimentation with children learning via ITV: One of the institutes attempted to coordinate into its program an opportunity to work with a group of children in a laboratory school summer session. Unfortunately, facilities difficulties interfered and the activity did not materialize. Such an opportunity would do much to make the work of an institute more realistic. A frequent criticism of institute program productions and other activities was that they were only simulations. Removed from the real school environment, an institute must struggle to maintain contact with the reality of in-school television instruction. Observation of children and classroom teachers in action and opportunities to try out materials with children offer distinct advantages to media institutes.

Teaching observed in the 1966 institutes was of high quality. Staff members were well qualified for their assignments. Visiting faculty were, without exception, very well received by the participants and brought a wealth of experience and outside resources to the institutes. In future institutes, care should be exercised to balance the staff by including just such qualified practitioners in in-school television. This, again, will contribute to the realism of the institute program.

In all cases, the 1966 institutes used a variety of teaching methods. Lectures were augmented by studio activities. Discussion groups and individual instruction were included. Institute participants rated as most valuable the planning and development of ITV lessons and follow-up materials. The participants recognized the necessity for lectures in covering large amounts of material in a short time period. They were, however, critical of the lecture technique as a basic mode of teaching in an institute.

It is interesting to note that only one short instance was found in which television was used for institute instruction. Institutes evidently preach better than they practice. Parts of the program might be improved by the use of television. One group of participants suggested that television to the dormitory during evening hours might very well have carried to the participants some of the direct instruction as well as a great deal of enriching observation of ITV materials. Furthermore, expert speakers as well as other resources could be made available to all institutes through use of the medium.

The instructional program should not be limited to the daytime only. In those institutes where the program did not include evening activities of either a formal or an informal nature, there was criticism that more could have been learned and opportunities could have been made available for volunteer activities related to the institute program. In the one institute where evening activity was a planned part of the program the students had high praise for this resource and made great use of it.

Future institute directors should recognize that the institute participant does not consider himself to be a typical summer college student. He considers himself a professional educator who has committed six weeks of his time to a concentrated upgrading process. Having removed himself from his family and home environment to a college campus dormitory, he is willing to spend at least four of the five days in activity which encompasses the evening as well as daytime hours. He may wish to have the opportunity to return to his home on weekends if he is a resident of a community within driving range, but he does not prefer to be "on the town" every night. Institute directors will recognize that this may require remuneration beyond the normal staff salary level.

Participants

Each 1966 institute, though regional in that it included participants from a geographic area larger than a community and which cut across state lines, limited its enrollment quite carefully. Each director selected applicants from a limited area with the purpose of returning to his own region a more highly trained corps of ITV specialists. This corps can in turn benefit the schools of the region and the ITV distribution facility affiliated with the institute. This is a commendable practice and one which should not be abandoned without careful consideration. However, ways should be found to broaden the horizons of the institutes to encompass a consideration of ITV practices from outside sources. In each institute those persons from outside the geographic region were felt to have contributed significantly to the institute. It is especially necessary that outside resources be made available in the form of participants as well as staff when the institute is held in an area where there is not a long history of instructional television utilization.

A high level of enthusiasm was evidenced by most participants. The more completely involved and the greater the demands placed upon the participants the higher seemed the enthusiasm. Institute participants were very critical of practices which tended to be conceived and presented as isolated parts of the institute program. They demanded that the program be carefully integrated and were quick to criticize staff members who viewed their participation as restricted to a one or two hour class.

It appears important that the group of participants selected for any one institute be fairly homogeneous in level of media sophistication. Media specialists such as television directors and audiovisual graphic artists tend to be less interested in broadening their understanding of the in-school use of television than are the school practitioners in understanding the production aspects of the medium.

All of the institute directors interviewed felt that their selection criteria and procedures were relatively successful. They would not change their plans significantly for another year. However, they would secure more information from participants before selecting them and would make use of this information not only in the selection of participants but also in development of the institute program.

Institute directors resent attempts by other institute directors to put undue pressure upon prospective participants. They believe that some rules need to be established regarding deadlines for acceptance and the kinds of persuasive techniques which may be applied. It is not fair for a director to specify that applicants must respond by telegram within 24 hours if they wish to be accepted since not all applicants have received information from all institutes for which they have applied. Institute directors within range of each other complained particularly about this aspect of participant selection. If future institutes are less regional than the 1966 institutes, this will become more of a problem.

Staff

The success of the 1966 institutes seems to be directly related to the degree to which the institute staff had direct experience in ITV utilization and production. The most successful institutes were those held at institutions where the College or School of Education is an important element in public school education in the area and played an important role in the institute itself. An ITV institute is an instructional institute, a part of the business of instruction in public schools, not a television institute isolated from the educational strengths of the host institution and the constituent schools. Those institutes were most successful which most successfully combined the instructional and television strengths of their staffs and institutions.

Early delineation and coordination of staff responsibilities has been mentioned as an important factor in institute success. A suggestion of some of the visiting faculty members at two of the institutes was that a planning session be scheduled a month prior to the institute. Such a session would eliminate the duplication of effort some institute staff reported and would offer an opportunity for developing more closely coordinated instruction by the staff.

Although quality of instruction was felt to be generally high, not all staff members were adequately prepared in the opinion of some participants. Institute directors should be aware that it is not advisable for staff to teach institute sections using lecture notes and other materials directly related to another course offered during the regular year. Instruction must be adapted to the specialized needs of the institute participants and to the purposes of the institute. For this reason also, inter-staff communication prior to the institute is of prime importance. Visiting staff members need especially to be directly involved in pre-institute planning and communications.

The number of staff persons assigned to the various 1966 institutes appeared appropriate for the number of participants and the program. However, the hours of contact which these faculty members had with institute participants is reason enough to suggest that visiting as well as regular staff members should be eligible for higher salary rates than that normally paid summer instructors. It was pointed out by some visiting staff members that it appears unfair to be paid at the same level as visiting professors who teach but one or two classes in a regular summer session.

Institute directors should attempt to secure higher rank equivalents for visiting public school personnel. Such visiting staff are sometimes inadequately compensated because their academic qualifications do not equal those of university faculty. The specialized nature of the instruction and the experience of the public school personnel plus the specialized nature of the instructional task assigned them seem to be adequate argument for special consideration for such staff members.

One institute director was not allowed to accept any additional payment for his work because of a state ruling. Such a rule appears to be discriminatory and ways of relieving such a situation should be found.

Close cooperation with public school systems making extensive use of instructional television is highly recommended to future institute directors. In fact, it would be interesting to experiment with the co-sponsorship of an institute by a university or college and a public school system active in ITV. This was in fact very nearly the case in at least one 1966 institute but the cooperation could have been even more closely organized. Some of the most valuable instruction during the 1966 institutes came from staff members who were recruited from such public school instructional production centers. These people could have been even more valuable could they have been instructing in their home environments. Thus, for example, an institute might originate in a locality where both an institution of higher education and a public school ITV system can be involved. There are many such locations in the country.

Care needs to be exercised that non-professional staff, i.e. engineers, cameramen, graphic artists and other such ETV station personnel, not be assigned significant portions of the instructional program unless otherwise qualified. Nor is it justifiable to turn over to institute participants large portions of the instructional load of the institute. Such practices are not only reprehensible ethically but are also of questionable value to institute participants. Having contributed significantly by dedicating six weeks of their time to the institute, participants wish to be taught well by expert instructors.

Instructional Resources

Although the instructional resources of the four institutes visited during the summer of 1966 were for the most part adequate to the needs of the institutes, it became apparent on closer inspection that each had minor shortcomings. Just as the effective use of television as an instructional medium requires the use of a wide range of various resources, so an institute on instructional television must of necessity require cooperation among a wide range of instructional resources. An institute conducted solely by television personnel in the television center of an institution is just as inadequate in this regard as an institute conducted solely by an audiovisual department. Future institute directors will be wise to centrally involve the resources of a number of divisions of a university.

Special kinds of arrangements for the procurement of sufficient library copies of books and printed materials are necessary for a group as large as an institute requiring specialized materials simultaneously. One institute was successful in securing permission to move the library's books into the television center for check-out by television personnel to the institute membership.

No instructional television institute should be conducted without heavy involvement of the audiovisual facilities on campus. One of the most successful aspects of one of the 1966 institutes was its combined emphasis on the production of "self-made" audiovisual materials for classroom use with the production of similar materials for television use.

Instructional resources from subject matter disciplines should also be available to the institute. Institute particpants should have available to them advice and materials, when necessary, from departments in the sciences, social sciences, communications, art, education, and the like. These resources are particularly necessary when institute participants work with the development of instructional television lessons.

Included in all of the institutes visited in 1966 were participants who constituted a considerable instructional resource. With but one exception, all the institutes included participants whose school systems were extensive users of instructional television. Some were producers of instructional television. Institute directors should take advantage of this resource and organize ways in which these various types of experiences can be tapped by other participants. To this end it would be wise to determine who these resource persons are in advance of the institute and ask them to bring with them materials which can be useful. Again, the advance survey could be of help in this regard.

It is important that the instructional television institute be held at a time when the university is in full operation. If the university closes down, during the institute, as it did in one instance in 1966, dormitory and food services suffer and important services such as the library and audio-visual center are suddenly cut off.

The 1966 institutes distributed a wealth of printed and mimeographed materials pertinent to the subject matters being covered by the institute staff. Much of this material is very interesting and reflects a great deal of effort by a large number of people. However, ITV materials from outside sources were not readily available. Contact should be made with the producers of ITV materials and equipment and assistance such as that provided AV institutes secured. The institutes were particularly criticized for relying too heavily on local ITV examples and ignoring outstanding instructional television tapes on a variety of subjects available from local sources in other regions and from national ITV library sources.

Future institute directors should avoid the assumption that an educational television station is automatically well equipped for instructional television production. Educational television stations do not typically devote their energies to the development of innovative instructional television techniques or devices. An instructional television institute should demonstrate the latest and best in instructional television techniques and equipment. None of the institutes visited made use of equipment or techniques of recent development. No overhead teacher-controlled instructional television cameras were available. On-camera visual devices were not particularly innovative. The ITV techniques developed by Hagerstown, Maryland; Anaheim, California; the United States Army, in its various experimental laboratories, and the developing multimedia-self instruction techniques using television should be included in the programs of institutes devoted to a field which is still developing new techniques.

An institute for institute directors is suggested as a means of updating the next generation of institutes. In such a session the various innovations in the field could be presented to the institute directors. Authorities could be identified who could travel to the various institutes to present further information or could be brought to the institutes via videotape or film.

Physical Facilities

The instructional television institute should be conducted at a campus which has adequate physical facilities in the form of classrooms, meeting places, dormitories, dining facilities and instructional television facilities. The range of facilities was wide among the 1966 institutes, particularly in the area of instructional television and dormitory facilities. Instructional television facilities have been mentioned before under Instructional Resources. It need only be added here that these facilities must be made available to the institute an adequate number of hours during each week to enable the participants to become thoroughly familiar with the operation of the facilities and to make possible adequate preparation, rehearsal and production for institute projects. The institute's program must be guaranteed time in the instructional television facilities and not be subjected to last minute changes of schedule and pre-emption of studio facilities by broadcast or other uses. Luckily, such pre-emptions were not a major cause for concern in 1966, but in the one institute where such was the occasion, it had a decided impact on the effectiveness of the institute.

Dormitory facilities adequate to house the students must also be guaranteed. Institutes which require their participants to live together as a unit in a dormitory and which prohibit commuters and families had more success in developing an enthusiastic group spirit than did those which did not. Institute participants for the most part expressed appreciation for busy schedules and when such was not the case asked for more activities. One institute permitted students to commute from as far away as 50 miles with the result that by mid-afternoon all working groups and committees were handicapped by the absence of some members. Furthermore, such participants exhibited an attitude of indifference in the projects being produced by the participants. It is strongly recommended that institutes be designed as total-time operations and that staff and facilities be provided to make this possible.

Classroom facilities and television facilities should be in close proximity in order to be ideal. An institute cannot be effectively conducted in part of a television facility which is in normal operation. Neither can the institute be adequately conducted if various aspects of it are dispersed over too wide an area. An ideal instructional television institute site would be a television production facility housed in a building also containing classrooms located within five minutes of the audio-visual facility and close to living and dining facilities.

In all cases the institutes provided comfortable living accommodations and exemplary leisure-time facilities. There appeared no shortage of recreational facilities and programs were made available for participants interested in taking advantage of unique recreational and informational resources.

Administrative Considerations

Most university and college campuses now operate relatively full programs all summer long. It is perhaps for this reason that institutes of the type discussed here do not receive the "red carpet treatment" which once was afforded government sponsored summer programs.

Some institute directors suggested that earlier preparation was made difficult by limitations on the director's time prior to his beginning full-time activity as director. University requirements may vary in regard to the administrative conduct of institutes. Those institutions where the handling of "housekeeping" administrative duties rests mainly on the institute director can expect such problems will continue. It may be necessary for some universities to be made aware of the handicap placed on them by their policies. Certainly the institute director's energies should be primarily reserved for the instructional direction of the institute rather than "administrivia".

Institute participants generally were well treated, received their stipends on time and had no difficulties with tuition or registration procedures. Institute directors and staff were not always so fortunate. Institute directors recommend that more time be given them to prepare for a summer institute. Many institute directors are administrators before they become institute directors and so freeing them one-half time for institute affairs prior to the beginning of the institute is frequently meaningless. Short of replacing him, one cannot relieve an administrator of half his responsibilities -- he ultimately remains responsible for everything for which he has been responsible plus additional institute responsibilities. Institute directors also complain that the funds paid the university by the government does not benefit the departments which earned the funds. Thus, an instructional television institute director may bring, through his efforts, a sizable sum of money into the university budget. For this he expends a considerable amount of staff and facilities. They recommend the establishment of procedures through which it would be possible for the initiating department to receive some recompense for its investment in an institute.

All of the institute directors reported that they received good cooperation in expediting purchases and in otherwise clearing through administrative channels the necessary paper work required of them but they feel envy for institutions where this sort of administrative detail is handled by a special office for institutes and summer programs or some similar administrative organization.

It has been mentioned above that at least one institute director felt competition among the various institutes for qualified participants leads to unfair pressures being placed upon applicants. A system of release dates and deadlines should be instituted which would reduce this competition and make it possible for the applicant to make a free choice among the institutes offered.

Recommendations

Each institute accomplished most of the purposes set before it. The participants felt they would return to their home school districts better equipped to meet the challenges of instructional television utilization. The host institutions gained experience in the presentation of an instructional television institute.

Repetition of the shortcomings set forth in this report can be avoided by implementing some of the recommendations listed below. These recommendations come from institute directors and participants as well as the on-site visitor. The central recommendation is that planning for the 1967 institutes be conducted in some cooperative fashion which will permit each of the institute hosts to learn from the others. It should not be the goal to make all of the 1967 institutes alike, rather to make all of them better than the successful institutes of 1966.

1. An institute for institute directors should precede the next round of institutes for instructional television. This need not be a long session, four or five days might very well suffice. But it should present to these directors the opportunity to learn from each other and to learn from experts other than themselves. It should also make them aware of sources of materials and information regarding ITV as well as locate for them some of the expert staff they can call upon from outside their own campuses.

2. Instructional television utilization and production should take into consideration other new media instruction, particularly the production of visuals for instructional purposes. One 1966 institute was most successful in programming these two kinds of interests simultaneously.

3. All institutes should require on-campus residence and prohibit presence of families during the regular week. A lack of homogeneity can result when a portion of the group commutes to the campus.

4. Institute programs should require full-time attendance. Institute participants indicate dissatisfaction when the program did not encompass a full day's activities including opportunities for evening activities directly relating to the institute program.

5. Selection of participants should be coordinated so that institute directors are not competing to see who can get the "pick of the crop" first. The choice of which institute to attend should be the participant's not the institute director's.

6. The advisability of conducting national, regional, or local institutes should be carefully studied to ascertain whether the "in-breeding" which was evident in this year's institutes is disadvantageous.

7. Institute programs should provide participants with information and advice on the purchase of equipment for schools, the availability of instructional materials other than those produced by the host institution, and other such specifics. In addition to their general need for updating in the technology of instructional television and ITV utilization, institute participants indicated a strong need for very specific kinds of equipment information for their home schools. Closed circuit specifications, reception equipment, new building requirements for television and other such subjects should be covered. Sample materials, equipment lists, catalogs, previews, etc., should be provided ITV institutes in the same manner AV manufacturers assist audiovisual institutes. Assistance should also be secured from the NAEB and DAVI.

8. Institutions conducting ITV Institutes should be required to have a complete range of instructional television equipment. This goes beyond the normal educational television station complement of cameras, etc., and includes such items as overhead teacher-controlled cameras, instructional materials library, etc.

9. State Departments of Public Instruction should be involved in the planning and presentation of institutes, since elementary and secondary schools work through these offices for implementing use of television.

10. Television should be used for some of the instruction in the institutes. Other new media may offer additional ways of bringing additional input to the institutes.

11. Means should be found for improving the salaries of visiting professors who are discriminated against when they are limited to academic full load compensation by the participating institutions.

12. Planning sessions including the total institute staff should precede the beginning the institute by at least a month in order that delineation of responsibilities may be made and materials can be selected and prepared in advance. This may entail the payment of travel and per diem for visiting staff to attend such a planning session in the spring.

13. A careful survey of participants' needs and expectations should be made by each director prior to the institute in order that content and direction can be tailored to fit needs. To aid participants in selection of institutes, advance publicity from institute directors should outline the purposes and procedures of the institutes in greater detail.

14. Videotapes produced by the various institutes should be circulated to other institute directors and portions thereof selected for use in next year's institutes. The tapes produced might also be useful in an institute for institute directors.

15. Means need to be devised for insuring multiplication of the impact of the institutes. Consideration should be given to the idea of scheduling an institute to overlap the regular school year. For example, an institute might have a one week follow-up period conducted by television in the month of October. This portion of the institute could be aimed at implementing the transfer of information gained by the institute participants to their home school staffs and would aid in the conduct of in-school workshops with classroom teachers and other school personnel.

16. Credits, when given, should be at the graduate level.

17. Study areas for participants should be provided and, if possible, should include media materials for the development of visuals for class projects.

18. Content organization should be explicit and presented to participants in advance in order to facilitate orientation of the participants.

19. Adequate office space should be provided for all teaching staff members.

The success of any institute is ultimately measured by the degree to which it meets the needs of its participants. The 1966 institutes were relatively successful in this regard but their success in future years will be considerably improved if steps are taken to ascertain more carefully the needs of schools and school personnel regarding instructional television. The 1966 summer institute directors and staff extended themselves and worked very diligently in presenting their programs. Participants for the most part were well satisfied with the experience and information received. If the next generation of instructional television institutes are to be an improvement over these, it must come as a result of more thorough planning, wider involvement of instructional resources, deeper commitment to the purposes of the institutes, and improved knowledge of instructional television theory and techniques.

Ch. 8

School Library Personnel Institutes

by

James W. Jacobs
and
Richard Darling

Of the 32 Summer 1966 NDEA Institutes for Advanced Study for School Library Personnel, fourteen were selected for study by the EMIE Project because of their emphasis upon the "instructional materials center" concept or "new media" activities in the context of the school library. These fourteen institutes were selected on the basis of information contained in institute proposals and brochures, correspondence with individual institute directors, and/or U.S. Office of Education publications.

No attempt was made to categorize the institutes selected for study into various sub-groups according to the type of participant they enrolled. As can be seen from the various eligibility codes listed below (I. Characteristics of Institutes), an attempt to group only fourteen institutes would have resulted in some category or categories containing only one or two institutes and approximately 30 to 60 participants. Such fractionization, especially when the institutes were closely allied with respect to their attention to both printed and non-printed materials in instructional materials centers, was believed to be self-defeating. Hence, all school library personnel institutes were treated as one group.

Characteristics of Institutes

Information regarding school library personnel institute objectives, selection criteria, program emphases, expenditures, and faculty was obtained from proposals, plans of operation, and/or brochures of the 14 librarianship institutes studied by EMIE. Summary statements of institute titles, enrollments, eligibility codes, and the like are from the U.S. Office of Education's "Summer 1966 NDEA Title XI Institutes for Advanced Study" (OE-25015-67).

Of the fourteen Summer 1966 school library personnel institutes studied, three were in the East, four in the Midwest, four in the South, one in the Rocky Mountain and Plains Region, and two on the Pacific Coast (See Figure 8-1).

The following institutions conducted school library personnel institutes selected for study during Summer 1966:

East

Boston University, Boston, Massachusetts
Queens College, City University of New York, Flushing, New York
Simmons College, Boston, Massachusetts

Midwest

Indiana University, Bloomington
Indiana State University, Terre Haute
Western Michigan University, Kalamazoo
University of Wisconsin, Madison

South

East Tennessee State University, Johnson City
University of Georgia, Athens
University of South Carolina, Columbia
University of Tennessee, Knoxville

Rocky Mountain and Plains Region

University of Arizona, Tucson

Pacific Coast

University of Oregon, Eugene
San Jose State College, San Jose, California

School library personnel institutes studied by the EMIE Project, but not visited, were:[1]

UNIVERSITY OF ARIZONA, Tucson. New Viewpoints in School Librarianship. 40 librarians (grades K-12). June 27 - August 6. Elinor C. Saltus (A,5).

EAST TENNESSEE STATE UNIVERSITY, Johnson City. The Instructional Materials Center. 40 librarians (grades K-12; primarily Tennessee and nearby States). July 25 - August 26. Elise D. Barrette (A,1,2,3).

UNIVERSITY OF GEORGIA, Athens. Implementation of the Full Use of School Libraries. 30 librarians (grades K-12). June 13 - July 22. Ruth W. White (A,3).

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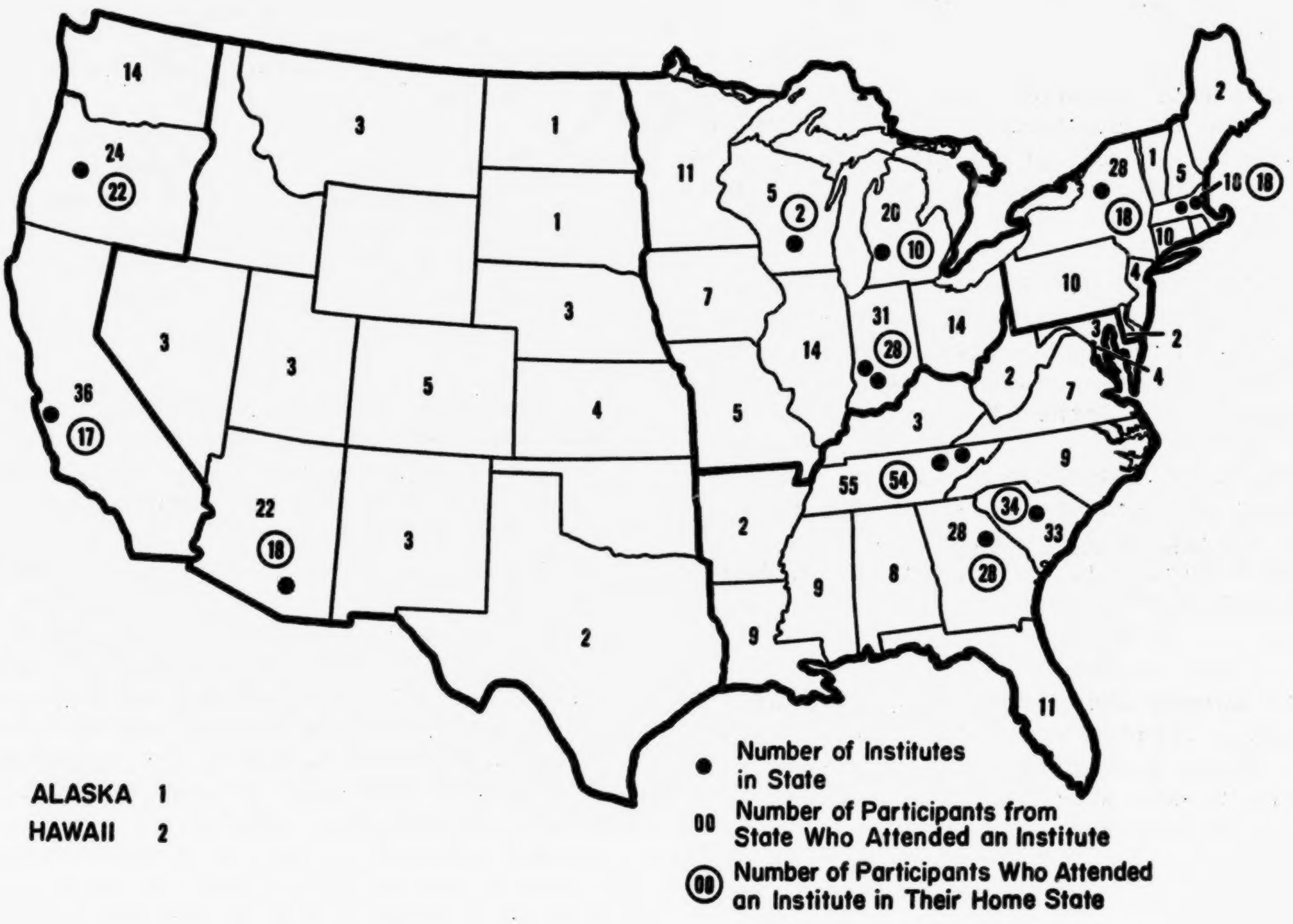
[1] Codes for Library Institutes:

Code (A) Institutes for elementary and/or secondary school librarians
Code (B) Institutes for school library supervisors and/or school librarians preparing to become school library supervisors
Code (C) Institutes which are a combination of the two types specified above
Code (D) Institutes designed for individuals who have previously attended an NDEA library institute or who possess equivalent experience and qualifications
Code (1) Applicants should be school library supervisors and/or school librarians who have a degree in library science or its equivalent.
Code (2) Applicants should be school librarians without a library science degree or its equivalent who have at least 18 semester hours of library science credit and a baccalaureate degree.
Code (3) Applicants should be school librarians without a library science degree or its equivalent who have at least 15 semester hours of library science credit and a baccalaureate degree.
Code (4) Applicants should be school librarians without a library science degree or its equivalent who have at least 12 semester hours of library science credit and a baccalaureate degree.
Code (5) Applicants should be school librarians with a baccalaureate degree who have fewer than 15 semester hours of library science credit.

FIGURE 8-1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54
9
34
33
28
28
22
18
3
2
2
9
8
9
11
ALASKA 1
HAWAII 2
● Number of Institutes in State
00 Number of Participants from State Who Attended an Institute
(00) Number of Participants Who Attended an Institute in Their Home State

Distribution of Librarianship Institutes and Participants

INDIANA UNIVERSITY, Bloomington. The Library in the Modern School. 30 librarians (grades K-12). June 20 - July 30. Margaret Griffin (A,5).

INDIANA STATE UNIVERSITY, Terre Haute. Building Collections for the Instructional Materials Center. 50 librarians (grades K-12). June 20 - July 29. Nelle McCalla (A,3).

UNIVERSITY OF OREGON, Eugene. The Librarian and Contemporary Educational Challenges. 50 librarians (grades K-12). June 20 - August 12. Margaret Lane (A,2,3,4).

SAN JOSE STATE COLLEGE, San Jose. Teaching the Use of the School Library: Methods and Materials. 30 librarians (grades 7-12). June 27 - August 5. Shirley L. Hopkinson (C,1,2,3).

WESTERN MICHIGAN UNIVERSITY, Kalamazoo. The School Library as an Instructional Materials Center. 25 librarians (grades K-12; Michigan and nearby States). July 5 - August 12. Esther M. Carter (C,1).

UNIVERSITY OF WISCONSIN, Madison. Changing Education and the Changing School Library. 30 librarians (grades K-12). June 20 - August 12. Margaret E. Nicholsen (C,1,2,3).

Five Summer 1966 librarianship institutes were visited by EMIE on-site visitors. Their institute titles, criteria for participant selection, objectives, and program emphases were as follows:

CITY UNIVERSITY OF NEW YORK, Queens College, Flushing. The Instructional Materials Center in the Secondary School Within the Context of Recent Curriculum Developments. 30 librarians (grades 7-12). July 1 - August 12. Louis Coburn (A,1).

An additional criterion for selection stipulated that participation was limited to persons who had served during the school year 1965-66 in a full-time library position in a secondary school.

The institute program was organized around two courses: (1) The Secondary School Curriculum---Current Theories and Controversies; and (2) Library Materials for the Curriculum.

Specific objectives for the institute included: (1) to present the recent developments in secondary school curriculum with emphasis on the teaching of English, social studies, foreign languages, mathematics and the sciences; (2) to examine the newer educational materials available for implementing the secondary school curriculum---with special emphasis on the audiovisual techniques, and to gain proficiency in the use of the newer instructional media; and (3) to provide opportunities for participants to observe the organization of the school library as an instructional materials center and to consider the possibilities for application of this concept to their own libraries.

UNIVERSITY OF TENNESSEE, Knoxville. Selection, Utilization, and Administration of Educational Media. 30 librarians (grades K-12; Tennessee). June 12 - July 15. Dorothy E. Ryan (B,1,2,3,4,5).

The University of Tennessee's institute was directed towards persons who were interested in advanced study in the selection, utilization, and administration of educational media, both print and non-print.

Specific objectives of the institute were: (1) to give instruction in the selection, utilization and administration of modern media of communication including printed materials, radio and television, programmed learning devices, graphics, films, filmstrips, slides, and other audio-visual materials; (2) to improve present library programs in school systems and encourage further development of school libraries as instructional materials centers; (3) to offer instructional supervisors assistance in developing programs of in-service training for teachers which will result in improved teaching methods through the use of all available communication media; and (4) to suggest future trends in educational uses of mass media of communication through consideration of historical development and present opportunities and plans within the state and region.

Formal courses offered as part of the instructional program include: (1) Instructional Materials: Methods and Techniques; (2) Organization and Administration of the Instructional Materials Program; and (3) Mass Communication in Education.

UNIVERSITY OF SOUTH CAROLINA, Columbia. The School Library as a Materials Center. 35 librarians (grades 1-12). June 13 - July 22. Nancy Burge (A,1,2).

Additional selection criteria stipulated that accepted applicants would be school librarians with three years of experience and with at least five years to work before forced retirement. Preference was given to applicants with minimum certification requirements and whose library training did not include the concept of the school library as a materials center.

Specific objectives of the institute were: (1) to study recent changes in school curricula and programs to determine what implications these changes have for the materials needed within the school; (2) to develop within the enrollees a feeling of their responsibility for giving leadership in developing or improving materials centers within their own schools; (3) to make each participant thoroughly familiar with all of the best aids needed in the selection process for books and non-book materials; (4) to present new books in all areas for reading and evaluation; (5) to lead participants in the evaluation of new instructional films, filmstrips, recordings, etc.; (6) to provide training in the operation of various types of equipment essential for the use of non-book materials; (7) to examine excellent plans for the organization and administration of a good materials center within a school; (8) to help each participant develop the most promising plan for working with teachers and pupils in using all the resources of his own school's growing materials center; (9) to enable enrollees to use to the best possible advantage federal funds which are becoming available in greater amounts for the purchase of many materials.

SIMMONS COLLEGE, Boston. The School Library for the Academically Talented Student. 30 librarians (grades K-12). June 27 - August 5. Jane A. Hannigan (A,1).

Simmons College's institute program was outlined in its brochure as follows: "The program of the Institute is designed to improve the competence of the participants as school librarians working with academically talented students. Emphasis will be placed on both the psychology and the needs of the academically talented student as well as on the multimedia materials necessary to meet the curricular and non-curricular demands of the academically talented. All participants will be encouraged to undertake independent study projects."

Participants were selected so that they represented schools which provided educational opportunities for academically talented students; a reasonable distribution of city, suburban, and rural schools; a reasonable geographical distribution; and a cross section of independent and public schools.

The objectives of this institute were: (1) to improve understanding of contemporary educational developments with special emphasis on the academically talented student; and (2) to provide opportunity for secondary school librarians to evaluate and coordinate materials and programs for academically talented students.

BOSTON UNIVERSITY, Boston. The School Library as an Instructional Materials Center. 36 librarians (grades K-12; New England area). July 5 - August 12. Lorraine E. Tolman (A,3).

Two areas were to be stressed in the institute program: (1) administration, and (2) materials with respect to changing educational concepts and the development of new media. Time was to be divided between the University campus and selected surrounding schools, with the emphasis in the former on class sessions, media laboratory and study of materials, and in the latter on examination and analysis of school library systems and collections in process of development.

The broad objectives of the institute were such that, by the end of the institute, the participant: (1) should have developed an appreciation and enthusiasm for---as well as knowledge of---the new media, and understanding of educational change and the role of the school library in that change; (2) should have increased his knowledge and confidence in the area of administrative planning, and be ready to use initiative in long range planning for the materials program in his community; and (3) should have extended his knowledge in the area of audiovisual materials as well as printed materials, and be ready to guide his own teachers in the extended field in his own school.

Geographic Origins of Participants

Individuals attending the above institutes for school library personnel came in the following numbers and percentages from various sections of the country, as follows: Pacific Coast, 74 (15%); Rocky Mountain and Plains Region, 50 (10%); Midwest, 107 (22%); South, 180 (36%); and East, 84 (17%).

The number of school library personnel institute participants who attended institutes in their home state are shown enclosed in squares in Figure 8-1. The number of individuals from each state who enrolled in librarianship institutes anywhere in the United States are shown in Figure 8-1 as unenclosed arabic numerals.

Institute Support

Two indices, student-to-faculty ratio and expenditure-per-enrollee-per-week, were developed from information in the 14 institute Plans of Operations.[1] These figures are believed to be useful, if crude, indicators of the amount of instructional and material support institutes provided participants.

For both Summer 1965 and 1966 librarianship institutes, the student-to-faculty ratio ranged from 23:1 to 8:1. The median student-to-faculty ratio for 1965 was 14:1; for 1966 it was 12:1.

The median expenditure per enrollee per week increased from $99 in 1965 to $120 in 1966. Among Summer 1965 librarianship institutes the expenditure-per-enrollee-per-week ranged from $178 to $61, a difference of $117. Among Summer 1966 librarianship institutes, it ranged from $163 to $88, a difference of $75.

Both indices suggest that, with respect to support afforded participants by Summer 1966 as compared to Summer 1965 librarianship institutes, differences among institutes were reduced while the average level of support increased.

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[1] Faculty is defined here as staff members engaged as instructors, with their assigned time expressed in terms of "full-time equivalent (FTE)." Such staff members do not include administrative, technical, or graduate assistants; nor do they include consultants or guest lecturers. However, teaching loads of directors and/or associate-assistant directors are included in the total FTE. Expenditure is defined here as the total of direct plus indirect costs (stipends not included).

Characteristics of Participants

Information presented in this section was derived from participant responses to the Summer 1966 pre- and end-of-institute Personal Information Report Form. Included are sections dealing with: (1) participant personal data, (2) participant ratings of interest and competence, (3) participants' written comments, and (4) participants' ratings of institute experiences.

Participant Personal Data

Descriptive statistics pertaining to participants which appear in this section are based upon responses to a Summer 1966 Pre-Institute Personal Information Report Form, Section I. Background Inventory, administered to 510 participants in 14 school library personnel institutes offered during Summer 1966.

Individuals who attended the 14 school library personnel institutes may be typified as female (85%), married (59%), and about 44 years of age. Of this group, approximately 45% had the bachelor's degree with some graduate training but no master's degree; 14% had a master's degree; and 29% had the master's degree and additional graduate work but were without the doctorate. Some 12% of the participants had completed no graduate training prior to attending the institutes.

Participants appeared to have completed a median of 36 semester units of graduate work prior to the institute. Twenty-five percent of all enrollees had completed less than 20 graduate units prior to attending the institutes; an additional one-fourth of them had earned more than 50 graduate semester units.

The majority (68%) of the librarian participants in Summer 1966 NDEA institutes were found to be working in communities with a population of less than 100,000. Of these, 33% worked in a town or small city with populations of 2,500 to 24,999. About 9% worked in a suburb of a large city; 7% stated that they worked in a large city with a population of 500,000 or more.

Nine out of ten participants in institutes for library personnel worked in public schools, 8% in denominational schools, and only 1% in private, nonsectarian schools. Their median number of years of school experience was 13; the modal response for this item was 8 years.

One-fourth of the participants worked in high schools (grades 9-12), 14% in junior high schools (grades 7-9), 13% in grades 1-6, and 6% in grades 1-12 schools. Only 25% of the participants reported they worked in county or district school offices.

School library personnel institute participants were also asked to indicate the amount of responsibility (full-time or part-time) they have, or had, for: (1) audiovisual activities, (2) library activities, or (3) a combination (instructional materials center) of library and audiovisual activities. As might have been expected, 80% of them indicated some degree of responsibility for "library" activities. Fifty-five percent stated that they have, or had, responsibility for an instructional materials center. Approximately 22% reported they have, or had, responsibility for audiovisual activities in the organization in which they work.

Participants were also asked if they devoted time (any percentage of their paid professional day) to various educational duties. The largest percentage (57%) indicated that they spent some time as a librarian without some specific audiovisual responsibilities. Forty-one percent reported that they devoted some time as an instructional materials center director. Approximately 17% spent some time in classroom teaching. About 5% included audiovisual coordinator duties as part of their professional work.

Participants were asked to indicate "new media" fields in which they had previously completed formal, separate college courses. The percentage of participants and the courses they had completed in library science were as follows: library and school relationships (55%), selection of library materials (93%), basic reference materials and services (87%), school library administration (85%), technical processing (45%), and reference and bibliography (69%). Approximately 60% stated that before enrolling in the institute they had already completed a basic audiovisual course. For those completing a graphics course, the response was 5%. About 1% indicated that they had taken a course dealing with the utilization of educational materials. Participants' responses indicated that approximately 12% of them had completed a course in administration of educational media.

In response to a question concerning membership in "educational media-oriented" professional organization, approximately 37% of the participants reported membership in the American Library Association and 27% stated that they were members of the American Association of School Librarians. Approximately 74% stated that they belonged to a state library group and 43% belonged to a district or county library association. Approximately 3% of the participants indicated that they belonged to the following organizations: Department of Audiovisual Instruction, a state audiovisual association, and a district or county audiovisual association.

Participants were questioned regarding membership in other professional organizations. The most frequently reported type of membership was at the state level (81%). The next most common membership group was the district or county education associations (72%). Sixty-five percent reported that they belonged to the National Education Association, 5% to the American Federation of Teachers, and only 2% to the Association for Supervision and Curriculum Development.

Participants' Interest and Competence Ratings

Participants in the selected librarianship institutes studied were asked to complete Section II. Interest Inventory: Broad Goals, in both the pre-institute and end-of-institute *Personal Information Report Form*. There was a period of approximately three months between administrations of the pre- and end-of-institute *Personal Information Report Form*; the Section II was identical in both forms. Details concerning directions given to participants who completed the form and the manner in which ratings were made were previously described in Chapter 3.

The "self-appraisal scale" was a nine-point continuum with written labels attached only to the highest (9), lowest (1), and middle, or neutral (5), rating points. These labels, for interest and competence respectively, were: (1) "of no interest" and "no competence"; (5) "of some interest" and "some competence"; and (9) "of high interest" and "high competence."

For each broad goal, a mean was computed from participants': (1) pre-institute interest ratings; (2) post-institute interest ratings; (3) pre-institute ratings of competence; and (4) post-institute ratings of competence. These mean ratings, rounded to two places, are listed in Table 8-1.

Inspection of the means in Table 8-1 will show that, for each broad goal, without exception, post-institute competence and interest ratings by participants in librarianship institutes were higher than comparable pre-institute competence and interest ratings. This gain in interest for all broad goals was unlike the situation in educational media specialist insti-

TABLE 8-1. MEAN PRE- AND POST-INSTITUTE RATINGS OF INTEREST (I) AND COMPETENCE (C) WITH RESPECT TO 23 BROAD GOALS BY PARTICIPANTS IN 14 SCHOOL LIBRARY PERSONNEL INSTITUTES.

	Participant Ratings		
Broad Goals	I	C	
1. Become aware of the nature of significant literature, research findings, leaders, and outstanding programs in the educational media field (15)	7.4	3.6	Pre
	8.1	6.0	Post
2. Become acquainted with the nature of significant recent changes in educational practices (team teaching, independent study, grouping, etc.) and curricular emphases and their relevance to educational media (17)	7.8	3.9	Pre
	8.4	6.3	Post
3. Learn more about significant theoretical aspects and roles of new media in educational communication (19)	6.7	3.1	Pre
	7.8	5.7	Post
4. Coordinate and/or perform evaluation of, experimentation with, and research regarding applications of educational media in various learning situations (21)	6.6	2.8	Pre
	7.3	5.1	Post
5. Become better acquainted with the availability, content, and the use of source lists, catalogs, and evaluative listings pertaining to educational media (23)	8.1	4.8	Pre
	8.5	7.0	Post
6. Establish standards and procedures for the critical evaluation and selection of educational media and related materials by teachers, subject matter specialists, supervisors, and others (25)	7.5	3.8	Pre
	8.0	6.2	Post
7. Establish standards and procedures for the critical evaluation and selection of technological devices (projectors, teaching machines, language laboratories, and the like (27)	6.5	2.7	Pre
	7.2	5.0	Post
8. Develop skill and insight in working with teachers and students utilizing educational media resources (29)	8.4	4.5	Pre
	8.6	6.6	Post
9. Assist teachers in identifying needs for the use of educational media and related materials and equipment in the school organization in which you work (31)	8.2	4.5	Pre
	8.6	6.8	Post
10. Improve your skills required for the local production of simple instructional materials (large transparencies, charts, mounted materials, 2" x 2" slides, and the like (33)	7.5	3.3	Pre
	8.2	6.0	Post

Broad Goals	Participant Ratings I	C	
11. Improve your skills required for the local production of more complex instructional materials (television programs, 8mm or 17mm motion pictures, synchronized sound-slide sets, etc.) (35)	5.3	1.8	Pre
	5.9	3.0	Post
12. Improve your skills required for technical processing (cataloging, classification, and subject heading) of instructional materials(37)	8.0	5.6	Pre
	8.2	6.9	Post
13. Become better acquainted with recommended administrative patterns and procedures for educational media programs; improve ability to organize and administer such programs (39)	7.6	3.5	Pre
	8.1	5.9	Post
14. Become better acquainted with the concept of the instructional materials center involving full integration of "print" and "non-print" materials and services (41)	8.3	4.2	Pre
	8.7	7.2	Post
15. Formulate a defensible plan of action for improving the educational media program of the school or organization in which you work (including both long- and short-term goals (43)	8.1	3.8	Pre
	8.6	6.8	Post
16. Improve your grasp of factors, standards, and criteria involved in preparing, defending, and expending budgets for new educational media and services (45)	7.6	3.5	Pre
	8.2	6.2	Post
17. Become familiar with the scope of educational media available to your school organization through provision of federal or state funds (47)	8.1	4.1	Pre
	8.5	6.3	Post
18. Develop skill in managing inter-personal and personnel problems involved in administering educational media programs (49)	7.1	3.7	Pre
	8.0	5.8	Post
19. Develop a better understanding of the availability and application of automated data processing and information retrieval devices and systems (51)	6.1	2.0	Pre
	6.7	3.5	Post
20. Learn more about standards and recent improvements in the design of educational facilities (buildings, media centers, classrooms, auditoriums, studios, etc.) to permit full and adequate use of educational media (53	7.5	3.1	Pre
	8.3	5.9	Post
21. Become better acquainted with the characteristics, special advantages, uses and costs of various educational technological devices (copiers, recorders, self-study devices, etc.) (55)	7.5	2.9	Pre
	8.2	5.8	Post
22. Develop skill in operating new media equipment (projectors, television cameras, and the like) (57)	7.2	3.0	Pre
	7.8	5.4	Post
23. Improve your skills required for the necessary simple maintenance of technological equipment (projectors, playbacks, etc.) (59)	7.2	3.0	Pre
	7.3	4.9	Post
n	510		

tutes where interest levels remained relatively the same (See Chapter 3).

The five goals, in descending order, considered of highest interest by participants prior to the institutes were (see Table 8-1 for full text of each goal): (8) working with teachers and students; (14) instructional materials center; (9) assisting teachers in identifying needs; (5) source lists; and (15) plan of action.

Prior to the institutes, participants estimated their competence as highest with respect to the following five goals: (12) technical processing; (5) source lists; (8) working with teachers and students; (9) assisting teachers in identifying needs; and (14) concept of instructional materials center.

Directors of the five librarianship institutes visited by EMIE's on-site visitors completed Section II. Interest Inventory: Broad Goals to indicate the emphasis each goal received in the educational program. The five goals directors rated as receiving the greatest emphasis were: (14) instructional materials center; (5) source lists; (6) evaluation and selection of materials; (15) plans of action; and (13) administration patterns and procedures. The five rated as receiving the least emphasis were: (4) research; (23) simple maintenance; (12) technical processing; (19) automated data processing; and (11) more complex materials.

A separate mean rating was computed for pre-institute interest, pre-institute competence, post-institute interest, and post-institute competence for all broad goals taken together. These average ratings are shown in Table 8-2 and 8-3.

TABLE 8-2.

SUMMARY OF PRE-INSTITUTE RATINGS OF INTEREST AND COMPETENCE BY PARTICIPANTS IN SCHOOL LIBRARY PERSONNEL INSTITUTES.

	Interest	Competence
Mean rating =	7.40	3.53
rho =	+ .87	

TABLE 8-3.

COMPARISON OF PRE- AND POST-INSTITUTE MEAN RATINGS OF INTEREST AND COMPETENCE BY PARTICIPANTS IN SCHOOL LIBRARY PERSONNEL INSTITUTES.

	Interest		Competence	
	Pre	Post	Pre	Post
Mean rating =	7.40	7.97	3.53	5.83
Change =	+.57		+2.29	
rho =	+.94		+.94	

Inspection of the mean ratings contained in these two tables shows that: (1) participants' pre-institute interest ratings were relatively high (7.40) while their pre-institute competence ratings were relatively low (3.53); (2) post-institute ratings of interest were higher than their pre-institute ratings (mean gain of .57); and (3) there was a marked increase (mean gain of 2.29) from pre- to post-institute of the participants' own estimates of their competency with respect to the broad goals as a group.

Two sets of correlation coefficients were computed, the first to ascertain relationships between pre-institute ratings of interest and estimates of competence, and second to determine the relative stability of interest and competence ratings over the three-month period between pre- and end-of-institute administrations of the form. Broad goals were first ranked for each institute type from high to low with respect to mean interest and mean competence ratings. Spearman's rank order correlation coefficients (rho) were then computed between: (1) pre-institute ranks of interest and competence (see Table 8-2); and (2) pre- and end-of-institute ranks of interest and between pre- and end-of-institute ranks of competence (see Table 8-3).

Results showed that there was a high correlation (rho = + .87) between the two pre-institute ratings---one for interest and the other for competence---of participants in librarianship institutes. Thus, prior to the institutes, high interest goals tended to also be seen as high competence goals; low interest goals tended to be low competence goals.

Results (see Table 8-3) also showed a high correlation (rho = +.94) between pairs of ratings for interest (pre- to post-institute) and for competence (also pre- to post-institute). Broad goals which participants rated as most interesting to them prior to the institute also tended to receive highest interest ratings following the institutes; broad goals receiving lowest interest ratings prior to the institutes also tended to receive lower ratings following the institutes. This relationship held true for competence ratings as well. Thus, there appeared to be a high degree of stability among the 23 broad goals with respect to their rank from high to low interest and from high to low competence.

Participants' Written Responses

In Section I. Institute Experiences, of the Summer 1966 End-of-Institute Personal Information Report Form, participants were asked to write comments or suggestions with regard to each of the following: (1) institute activities or special projects in which they participated which they believed were likely to be of greatest value to them in their future work with educational media; (2) institute activities or special projects in which they participated which they believed were likely to be of least value to them in their future work; (3) the strengthening or changing of their future plans resulting from their institute experiences; and (4) desirable ways of improving future institutes of the type they attended.

Participants in school library personnel institutes listed as most valuable the following activities: (1) exchanging ideas with fellow participants and staff members; (2) becoming familiar with new materials--both print and non-print--and with equipment used in their preparation; (3) bibliographies supplied by the institutes; (4) evaluating materials; (5) instructional units on administration and planning of physical facilities; and (6) field trips to outstanding school libraries and instructional materials centers.

Librarianship institute participants listed as least valuable activities they believed were either poorly planned or not well integrated with other portions of the instructional program. Participants most frequently listed the following activities as least valuable: some field trips, evaluations of materials without discussion of criteria, and presentations (lectures) of certain consultants and/or commercial representatives.

With respect to the improvement of future institutes, participants most frequently recommended: (1) better libraries and instructional materials centers; (2) more attention to small group instruction; (3) more time for individual research and projects; (4) more laboratory materials and equipment; and (5) more opportunities to exchange ideas with other participants.

Participants' future plans typically involved continuing their graduate work in the area of library science, returning to their own school and seeking to create a comprehensive instructional materials center, incorporating better materials into their own programs, and encouraging teachers and students to make better and more frequent use of new, as well as old, instructional materials.

Participants' Ratings of Institute Experiences

During the final week of institute programs, participants were asked to complete the Summer 1966 End-of-Institute Personal Information Report Form (see Appendix). In Section I. Institute Experiences, of that questionnaire, participants were asked to rate on a five-point scale various facets of the institute they attended and to make a general evaluation of their experiences on a nine-point scale. Descriptive labels assigned to each point on the five-point scale were as follows: (5) exceptionally good, (4) good, (3) fair, (2) poor, and (1) exceptionally poor. Consequently, a mean rating of 3.0 for an item would indicate that, as a group, participants rated this item as "fair." In addition to these five ratings, participants could indicate that an item was "not provided." With respect to the nine-point scale, descriptive labels were attached only to the extreme ratings--"exceptionally good" for 9, "exceptionally poor" for 1.

For their general evaluations, participants were asked to review all aspects of institutes they were attending and to compare them with their previous educational experiences. On the nine-point continuum, the mean rating of participants in School library institutes was 7.8.

Items which appeared under the heading "Institute Objectives" were rated as either "good" or "exceptionally good" by a vast majority of librarianship institute participants. The highest mean rating (4.2) was for an item assessing the attention given to skill-type activities. Some 12% of the participants indicated that attention to skill-type activities was not provided in the institute they attended.

All items but two which appeared under the heading "Instructional Program" received participant mean ratings between 4.2 and 4.4. These two exceptions dealt with: (1) the proportion of "sit and listen" to "lab-type" activities ($\overline{X}$=3.9); and (2) attention given to grouping students according to ability ($\overline{X}$=3.8). Some 63% of all librarianship participants indicated that no attention was given to grouping students according to ability; 24% indicated that grouping students for content or skills was not provided; and 23% indicated that small-group (seminar) classes were not provided.

Under the heading "Quality of Institute Program," participants were asked to rate various components of the institute related to typical, formal educational media course offerings. Participants in school library personnel institutes gave highest ratings to "reference and bibliography" ($\overline{X}$=4.6), "utilization" ($\overline{X}$=4.4), and "media selection and evaluation" ($\overline{X}$=4.4). The percentage of participants reporting that the following components were not provided in their institutes were: research and evaluation, 23%; production of media, 20%; and equipment operation and simple maintenance, 18%.

In the section titled "Institute Participants," enrollees were asked to rate their fellow participants with respect to enthusiasm, ability, and the like. Ratings of these items were uniformly high for all items--in the realm of 4.5 to 4.6.

Various items listed under the heading "Institute Staff" were rated quite high by librarianship participants--especially the item which asked to what degree the regular (long-term) institute instructors were familiar with the problems and new developments of today's schools ($\bar{X}$=4.8). The lowest mean rating (4.3) was made in response to the question: "To what degree did the staff demonstrate good use of 'new media' in their own teaching?"

Participants in librarianship institutes typically rated the various "Instructional Resources" of their institutes as "good." "Community resources" received the highest mean rating (4.5) while "main college library for the institution" received the lowest mean rating (3.8). Some 21% of all participants indicated that a separate library for the institute itself was not provided, and 21% reported that no instructional materials center was provided for the institute itself.

A listing of participants' responses to components under the heading "Physical Facilities" is not included here for the sake of brevity. However, two conclusions are apparent from the data: (1) participants made lower average ratings to the various components listed here than they did elsewhere in the questionnaire; and (2) participants' "not provided" responses indicate that no institute made use of all facilities listed. Those components reported as being not provided by a majority of participants were: photographic laboratory, separate language laboratory, self-instruction laboratory, television study or film studio, and auditoriums. In addition 47% of all participants reported that no graphics production laboratory was provided and 44% indicated that no separate listening facilities were provided.

Mean ratings by participants in school library personnel institutes of the items under "Administration of the Institute" were very high, ranging from 4.6 to 4.8.

In summary, this brief analysis of participants' responses to Section I. Institute Experiences, of the End-of-Institute Personal Information Report Form seems to indicate that participants: (1) were well pleased with the background and helpfulness of the institute staffs, with the administration of their institute, and with each other; and (2) were least pleased with the physical facilities available at the institute they attended. It is also apparent that: (1) little attention was given in many institutes to grouping participants according to ability or, to a lesser degree, according to skills or for content of the program; (2) a number of institutes did not have separate libraries or instructional materials centers; and (3) little attention was given to research and experimentation in the programs of some institutes. Above all, it appears that the participants considered the institute experience worthwhile, and considerably more rewarding than their previous college educational experiences.

On-site Visitors' Report

This section provides a case report which describes, analyzes, and evaluates the school library personnel institutes visited under the following seven headings: (1) program objectives and emphases, (2) staff, (3) participants, (4) instructional program, (5) physical facilities, (6) instructional resources, (7) administrative considerations. This case description is directed toward future institute directors.

Program Objectives and Emphases

Proposals for Summer 1966 library institutes submitted to the U. S. Office of Education included a series of program objectives. Objectives outlined for the five institutes visited ranged from very brief statements of a general nature to those that were lengthy, detailed, and specific. Objectives for one institute in particular were carefully organized under broad goal headings, with component subgoals clearly identified. Although each of the five institutes was planned to present the school library administered as an instructional materials center, it was possible with more detailed statements of objectives to judge exactly what the director planned to include. The clarity of design of the institute instructional program appeared to be related to the formulation of specific objectives, the better programs being those with the more detailed statements of objectives.

Several objectives were listed by a majority of the school library personnel institute directors. Each institute proposal listed providing the participants an opportunity to gain greater skill in selection of various media through using selection aids and examining materials as an objective. Four of the five indicated that their objectives included helping participants develop plans for a good instructional materials center program, often through studying the organizational structure of effective school libraries administered as materials centers. Four identified acquainting each participant with recent educational change as an objective. Three of the five emphasized developing plans for working with teachers and pupils. Other objectives listed by more than one institute included acquainting participants with instructional equipment and presenting the newer media, including mass media.

Objectives which the largest number of institute directors listed in their proposals seemed to show a positive relationship to the ratings given the broad goals by participants and directors in the Personal Information Report Form (see Participants' Interest and Competence Ratings, above).

Recommendations

1. Directors should give special attention to the development of the objectives in the institute proposal. These objectives should be stated in specific terms and encompass the full range of the opportunities included in the institute program.

2. Institute brochures sent to potential participants should include a clear statement of goals and objectives.

Staff

The staffs of the institutes consisted of four groups: (1) administration, (2) full-time and part-time professional staff, (3) supporting staff, and (4) short-term consultants. The smooth operation of the institute, and its unity, depended to a large extent on the size of the staff (particularly of the professional staff) and on the way in which individual staff members related to each other.

The director is unquestionably the keystone of a successful institute. The directors of the institute visited were, without exception, well-qualified persons of high professional calibre. Yet they were not equally successful as institute directors. A major obstacle to success for several appeared to be their lack of adequate time for administrative duties. In institutes in which the director carried a major share of institute teaching as well as of administrative duties, or where the director taught other courses outside and unrelated to the institute, institute administration suffered. It would thus appear that institute directors should have no direct teaching responsibilities.

In institutes where the director did not teach, several valuable activities were carried on to a much greater extent than in other institutes. In such cases, directors spent more time in supervising and coordinating the instructional program. They were able to have frequent staff conferences and thus improve institute planning. In one institute the director was also able to hold regular conferences with participants in order to be sure that their needs were being met, to avoid omission of important activities, and to exclude inappropriate content.

Several institute directors emphasized the difficulty of securing adequate staff. In most cases the professional teaching staff was recruited from the parent institution or from nearby school system. In only two institutes were staff members obtained from outside the state in which the institute was located. This situation may have contributed, to some extent, to a somewhat parochial treatment of certain topics, and to a local interpretation of out-of-state participant's needs.

The major problem in connection with staff at some of the institutes visited seemed to be the lack of unity of purpose. Though this was related, in turn, to lack of director time for supervision and to the fact that faculties did not, in some cases, have adequate time to plan together either before or during the institute, it was also severely aggravated by the use of part-time instructors. In many institutes, part-time instructors appeared not be well integrated into the instructional program. Frequently, they had other responsibilities and little opportunity to observe other aspects of the institute so as to be able to relate their contributions to the total program of instruction.

Part-time instructors representing disciplines other than library science seemed to have particular difficulty in relating themselves to institute objectives. In one institute, general curriculum background was presented by a junior faculty member --from another academic department--who appeared not to have a suitable background adequate for this specialized role. Staff members whose previous experience had been with non-print materials and equipment exclusively appeared to have difficulty in relating their responsibilities to the broad institute objectives of integrating print and non-print materials in an instructional materials program. The institutes which employed staff members having both knowledge and experience of a broadly conceived instructional materials program were more successful in this regard.

Another staff problem related to the number of staff members (see Table 8-4). The number of professional staff (including the director, assistant director, full-time and part-time instructors, but excluding laboratory assistants) ranged from a low of two to a high of six.

TABLE 8-4

STAFF-STUDENT RATIO

Institute	Number Participants	No. of full-time faculty members	No. of part-time faculty members	Ratio
A	35	2	3	1/7
B	35	2	0	1/17.5
C	30	2	2	1/7.5
D	30	3	2	1/6
E	36	4	2	1/6

The most favorable staff ratio, based on the institutes visited, appeared to be one faculty member to each six participants. As the ratio increased, attention to individual participant's needs appeared to decrease. Evaluators of institute proposals should give careful attention to staff-participant ratio, and especially to the number of full-time faculty members in relation to the number of participants. In one institute, almost the full teaching burden fell upon the director, with obvious effect on the institute and at great cost to the health and welfare of the director.

The quality of the contribution of the supporting staff was difficult to assess. Because these staff members often worked behind the scenes it was impossible to draw conclusions concerning special uses made of their skills. Several institutes used laboratory assistants (often local graduate students) for work in producing instructional materials. Although they served adequately within the limitations of their background and experience, it is a fair question to ask whether their place might not have been filled more effectively by experienced and successful school librarians. One institute made effective use of a recorder on its supporting staff. He took notes for all, leaving participants free to participate more fully in discussions and other activities.

All the institutes visited used some short-term (one day or less) consultants. However, not all institutes had consultants present during on-site visits, so generalizations made concerning them are necessarily limited. Consultants observed were local, however, and not actually experts in the broad field of the institutes. In one case, the consultant (a local faculty member) presented material on a content area in curriculum; the other two were commercial representatives who presented products of their companies. In the first case, the consultant presented too much material in too concentrated a session, using both morning and afternoon for lectures that encompassed recent trends in his field. The other two might better have been handled by competent institute staff members. It should be reiterated that none of the consultants observed included the well-known authorities in instructional materials listed in the original institute proposals.

Recommendations

1. The staff should include persons from outside the region in addition to campus and local professionals.

2. The professional staff should meet a minimum standard of one instructor to six participants.

3. The staff should include at least one professional member with knowledge and experience of a broadly conceived instructional materials program.

4. Institute directors should not have direct teaching responsibilities, but should devote full time to institute administration and supervision.

5. Part-time instructors, if employed, should be carefully integrated into the institute program.

6. Consultants should be carefully selected and used in such a way that they contribute to realization of institute objectives.

Participants

The majority of the directors of librarianship institutes visited in 1966 called attention to difficulties involved in selecting participants appropriate to objectives of their institutes. This same experience was shared by the directors of the 1965 institutes visited. Selection, in large measure, appears to be the key to a successful institute.

Generally, directors of the 1966 institutes reported that selection was made from an adequate number of applications to assure that the majority of participants met established qualifications. However, when an institute was characterized by special program features, or when selection was restricted to a specific geographic area such as one state, several problems were encountered. For example, one director whose institute program was designed to help school administrators, general curriculum, and library supervisors from within the state to gain a better understanding of the functions and operations of a well-organized instructional materials center, found that few qualified candidates applied. If the geographic region for selection had not been restricted to the state, a larger number of appropriate aplications would no doubt have been received. A second director indicated selection for future institutes should not be restricted to residents of a single state. The directors generally agreed that the number of applications was too limited when eligibility was thus confined to such a small geographic area. Institutes designed for participants having unusual or specialized experiences tended to receive fewer applications than those of a more general nature.

Brochures distributed to encourage applications should be developed with special care. The publications should clearly state the objectives, identify the educational program in its entirety, and spell out selection criteria not only to encourage applications but to discourage the "shopper."

Procedures followed in institutes for selecting participants were reported by directors as adequate and satisfactory. Initial screening was routinely accomplished by the director to weed out ineligible applicants. Final selection was made by a committee comprised of School of Library Science personnel, a dean (usually the dean of the School of Library Science), and the institute director. There were no comments concerning dissatisfaction with this process.

The majority of each institute's roster of participants appeared to be interested and enthusiastic in being involved with the institute educational program. Feelings ranged from "This is the best and most worthwhile experience of my career" to, "I can hardly wait until I return to my school and try out some of these new ideas." An overwhelming majority expressed the opinion that their situations at home would be improved greatly by their institute experience.

Despite the fact that the over-all reactions of most participants were good, some expressed unfavorable reactions to program content and arrangement. This evident feeling of frustration and discontent with regard to program appears to have been attributed mainly to criteria used in selecting participants. Therefore, directors need to study carefully applications for admission and to seek additional information, as needed, to avoid selecting persons with incompatibly divergent experiences and professional backgrounds. Otherwise, the inevitable result is the loss of student enthusiasm and interest through boredom or frustration. It was evident, in some of the institutes visited, that some students were not challenged by their experiences, whereas others were struggling to understand and to use them effectively.

Recommendations

1. Institutes which are highly specialized, or which are designed for participants having unusual experience backgrounds, should not be limited to one state or region.

2. Institute directors should consider contacting state and local library program supervisors to secure lists of names of librarians who should be invited to apply.

3. Directors should consider contacting former institute participants for assistance in distributing information to their colleagues and to help solicit applications.

4. Directors should make every effort to obtain information on the applicant in order to determine the compatibility of the experience of the applicant and the educational program of the institute.

Instructional Program

Institutes visited tended to be of two types: (1) those organized as a series of special courses taught separately and closely resembling the regular college program, and (2) those organized as workshops. The workshop type of institute appeared to be more effective in providing coherent and logical sequences of learning. The separate courses, whatever their individual merit, showed little continuity, and, in some cases, little relationship to each other. This condition was most evident when courses were taught by part-time instructors whose other responsibilities kept them from participating fully in institute activities. It is believed that major elements of the institute program should be the responsibility of full-time professional staff having a broad background of experience rather than to be delegated to junior faculty members recruited from other departments of the parent institution. Some general background courses for institutes appeared not to have included sufficient emphasis on implications of educational change and curriculum innovation for school library service, primarily because the instructor lacked sufficient knowledge and experience to relate them effectively.

With some notable exceptions, institute content appeared to be appropriate to the educational level and experience of participants. For the most part, assignments and special projects were designed to fit needs of individual students. Where common assignments were required of all participants, students sometimes resented the failure to consider their individual problems. Frequently, they complained that such assignments amounted to little more than "busy work." In one background course, for example, participants were required to complete nearly identical assignments for each topic covered. The more common institute practice, however, was to permit participants to select assignments and projects appropriate to their own backgrounds and needs and to the problems of the libraries they administered. One institute required that participants submit projects in advance for study and reaction so that, at the outset, the staff could advise on procedures.

The teaching of individual courses tended to be quite traditional. Often they failed to provide for the uses of new media. Few imaginative or innovative teaching techniques were observed in structured courses. On the other hand, workshop type institutes exhibited more effective teaching techniques. They used more instructional media and discussion sessions. Particularly notable in workshop type institutes were the alternating uses of large groups, panels, and committee activities. One institute made what was considered to be especially effective instructional use of field trips. Instead of devoting visits to outstanding schools largely to the inspection of physical facilities, participants spent several days in each school examining materials, using equipment, and studying relationships of materials, facilities, and services to the instructional program.

Workshop type institutes also made effective use of discussion sessions to integrate the total instructional program. While the separate course institutes also used this technique, the discussions there related primarily to each specific course and seemed to have little carry-over from course to course. The special projects of individual participants also tended to tie the entire program together, especially in workshop type institutes.

While most of the institutes visited had both depth and survey type studies, the depth studies appeared to be more effective, whether presented as lecture or seminar classes. Lecturers appeared to use few teaching aids; often they failed to use even the aids they were talking about. The laboratory classes tended to be effective in direct ratio to the number and variety of equipment and materials available for participant use. It is therefore believed that institute funds should be planned for lease or rental of most recent models of equipment and to provide equipment produced by many different manufacturers so as to vary laboratory experiences.

All the institutes appeared to provide opportunities for informal learning through field trips. These included trips to nearby schools, museums, television stations, and computer centers. The most common type of field trip involved visits to one or more schools, usually schools notable for innovation in facilities, program, or both. One institute also included in its agenda of informal learning experiences motion pictures at regular theaters and concerts. All institutes created meal-time opportunities for participants during which they were free to discuss problems and to learn from one another. Not all field trips were well integrated with the total institute program. In some cases too much was included in a single field trip, with the result that participants had inadequate opportunities to ask questions and to relate what they were seeing to institute objectives.

All institutes visited included laboratory experiences intended to develop insights and skills in the production of materials. Most of these activities were individualized and effective as far as they went. Their limitations related to staff, and to available equipment and materials rather than to the design and teaching of the program. In some institutes, the laboratory sessions, though of unquestionable value for developing skills required by participants, were not integrated with the rest of the instructional program. The net effect of all this was the acquisition of mechanical skills rather than of knowledge of how materials production supports instruction.

All institutes visited showed some variety in types of learning activities. Those which were organized as workshops tended to have more variety in learning situations and greater participant response than those organized as separate courses. Those which most resembled traditional college programs appeared to be less well unified and much less effective in arousing consistently enthusiastic participant response.

Recommendations

1. Institutes should be planned as workshops even though they may carry credit for separate courses.

2. Instructors should use the media about which they are teaching.

3. Field trips should be carefully integrated into the total instructional program, and closely related to other activities.

4. Instructors representing other disciplines should be involved in the total institute program so that their contribution may relate more directly to other aspects of the institute content and to its broad objectives.

Physical Facilities

Physical facilities for the five NDEA institutes visited ranged from excellent to poor. Although some institutes conducted programs in grossly inadequate quarters, no institute was found to have placed participants in totally inferior facilities.

Each institute was provided classroom space, group study space--usually the library and varying amounts of work space. Production, individual viewing, and listening spaces were limited in most institutes. Although two of the five institutes had excellent listening and production rooms, such facilities were not outstanding on the whole. Lack of adequate accommodations for specialized activities appeared to be detrimental to the planned program in several institutes.

Facilities of some institutes were widely scattered on campuses or inconveniently located within large building complexes. In such cases, this situation led to misuse of facilities and to dissipation of student time required to move from place to place. Other institutes operated programs in single self-contained buildings. Space for large and small group instruction, demonstrations, production, group viewing and listening, and library activity with regular and special materials collections was easily available. Participants in these institutes appeared to have definite advantages over colleagues in institutions with less adequate facilities.

Except in two notable instances, institute facilities were typically standard classroom installations. They were hardly capable of "raising sights" of participants. Facilities observed were not good examples of physical design for facilitating communication. Not one installation could offer to participants experience in a physical setting that incorporated modern, sophisticated communications technology.

Unfortunately, institutes offering students opportunities to work in relatively good facilities (especially production work space) were plagued with the inability to make maximum use of available space. These institutes failed to properly staff the specialized areas to allow effective use of equipment and maximum use of space.

Librarianship institutes visited by EMIE on-site visitors emphasized the instructional materials concept of a good school library. Yet the majority of these institutes did not provide access to modern library facilities. It was quite common to find in use drab, cluttered, uninviting classrooms or make-shift spaces characterized by acoustical and physical discomfort. The majority of institute programs were conducted in non-airconditioned facilities. Heat, humidity, and outside distractions detracted from program values.

Recommendations

1. When specialized facilities are available, staffing should permit maximum utilization of the equipment and space.

2. If an institution cannot make available facilities which allow educational programs to be implemented fully, the institution should not be awarded an institute. Routine inspection of facilities by institute proposal evaluators is suggested.

3. Every effort should be made to adapt the physical plant to allow the use of modern teaching tools by the institute staff as well as the participants. This includes modern, sophisticated communications hardware.

Instructional Resources

Instructional resources for Summer 1966 institutes visited were more readily accessible, in larger quantity and in greater variety, than those for 1965 librarianship institutes. This does not mean, however, that each of the five institutes visited provided adequate instructional resources for participants. Certain institutes were able to meet resource needs of participants on a much higher level than others. Those institutes conducting daily programs in comparatively new facilities housing a regular college library collections, a school of library science book collection, a fully stocked production facility, a special collection of new media, and an adequate inventory of related instructional equipment appeared to be doing better jobs than those operating in outmoded classrooms having limited book or non-book collections.

Because the five institutes visited emphasized the instructional materials center concept, it was to be expected that special efforts would be made to gather collections of new media or a wide variety of non-print materials. On the whole, this was well done by somewhat more than half the institutes visited. However, in some institutes there appeared to be a lack of variety and depth of non-print materials. Although participants were sometimes overwhelmed by the apparent abundance of available new media, there did appear to be a lack in overall breadth and depth of such resources. Items such as 8mm loop films (silent and sound), microfilm, microcards, microfiche, audio tapes, multi-media kits, programmed learning hardware and software, and a variety of production equipment--thermal, diazo, color-lift, pen and ink, dry-mount, photography--were not generally available. All institutes provided their own collections of instructional equipment or made special arrangements for the use of required equipment.

With one exception, there existed a glaring deficiency in each institute with respect to such equipment collections. Most collections were characterized by "one of this and one of that." It was quite evident that a wide variety of the same item of equipment would have been more effective in relating the participant's experiences to their own situations.

Special effort was made by the directors of some institutes to develop useful collections of print materials and to arrange them for use during the institute. Especially helpful were those collections which had been physically relocated in the special quarters of the institute. Institute participants gained a further opportunity when staffing allowed the after-hours and individual use of both the regular and special collections of instructional resources.

The school library personnel institutes visited made good use of educational field trips. Included in off-campus visits were private and public school libraries and innovative school plants and libraries in various stages of implementing the concept of an instructional materials center. Participants were highly motivated by these visits and follow-up discussions. One institute arranged each of its visits to local school libraries to cover one to three days. The librarian of that school worked with the participants as a member of the institute staff during the visitation period. This technique seemed particularly helpful to participants.

The use of instructional resources was more evident in the classroom programs during 1966 visits than during 1965 visits. Classrooms were equipped to use new techniques of instruction, and for the most part, the use of new media was more evident than in 1965.

Recommendations

1. The inventory of instructional resources (including print and non-print materials) should be varied and of considerable depth.

2. Arrangements should be made to have available specialized equipment for the full duration of the institute.

3. There should be variety in types of equipment and depth (several common brands) of each type.

4. When new media are stressed in the program, representative samples of them must be available in sufficient variety and quantity to permit participant and staff use.

5. Every effort should be made to enable participants to have maximum accessibility of all needed instructional resources during the institute period.

Administrative Considerations

Parent institutions seemed to provide good administrative support to institutes evaluated. There appeared to be no serious problems related to handling of funds. Although some institutes experienced difficulty with prompt payment of stipends in 1965, there were no comments relating to this problem in 1966.

Some aspects of institute planning might have been improved, on the other hand, if the parent institutions had made better provisions for releasing institute directors from other responsibilities prior to the beginning of institutes. It was generally believed that the college should also have provided a staff adequate to assure the institute director complete freedom from other responsibilities during the period the institute was in progress.

Planning for participant living accommodations was very good, on the whole. Most institute directors made arrangements to permit participants to live in one or two on-campus dormitories. In the one institute held without resident facilities, interchange of ideas among participants appeared to be lacking. Several directors commented that participants who commuted daily identified less closely with the institute program than did resident participants. It is believed that colleges which cannot provide common living facilities for the institute enrollees should consider seriously whether they should engage in summer institute programs.

Planning for transportation for institute field trips appeared to be excellent. Buses were provided at times and places needed. The provision of materials was a more serious administrative problem in some institutes than in others. Only samples of certain types of media were provided. In at least one institute a shortage of materials limited the amount of experience each participant could have for use in carrying out production activities.

Recommendations

1. Institute directors should have few, if any, direct teaching responsibilities.

2. Institute directors should be released from most other activities during the detailed planning period prior to the beginning of the institute.

3. Institute proposals submitted by institutions lacking campus residence halls or off-campus facilities including both living and study facilities should not be considered favorably.

APPENDIX

EMIE

EDUCATIONAL MEDIA INSTITUTE
EVALUATION PROJECT
434 EAST WILLIAM STREET
SAN JOSE, CALIFORNIA 95112

A Project of the Department of Audiovisual Instruction of the
National Education Association under a Title VII-B grant of
the National Defense Education Act

SUMMER 1966

End-of-Institute

Personal Information Report Form

This form seeks your opinions of some important considerations about the NDEA institute you have been attending. Its purpose is not to evaluate your particular institute but to gather data on the national program. Recommendations based on this information will be made for the primary purpose of making future NDEA summer institute programs more effective.

DIRECTIONS -- SECTION I

1. Enter your name and institute location in upper right hand corner of the ANSWER SHEET.
2. Note that all but one of the items in Section I call for ratings on a scale of "5" (Exceptionally good) to "1" (Exceptionally poor).
3. Note, also, that not all items will be relevant to your institute experience. When such is the case, enter a "0" in the appropriate box of the ANSWER SHEET.
4. Following each lettered set of questions (A, B, etc.) you are asked to write your own comments or qualifications. Place these comments in spaces provided on Sides 1 and 2 of the COMMENTS SHEET provided.
5. Please answer every question.

EXAMPLE: Mr. Reyes attended an institute which had no separate library for itself; however he believed the main college library to be excellent. Hence, he placed the number "5" in the box beside item #48 on the ANSWER SHEET and the number "0" in the box beside item #49.

F. INSTRUCTIONAL RESOURCES

COMPONENTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided	ANSWER SHEET F	
48. Main college library for the institution	5	4	3	2	1	0	48	5
49. Separate library for the institute itself	5	4	3	2	1	0	49	0

SECTION I. INSTITUTE EXPERIENCES

A. INSTITUTE OBJECTIVES

ASPECTS	Exception-ally Good	Good	Fair	Poor	Exception-ally Poor	Not Provided
15. How realistic and useful were the objectives of the institute you attended (in terms of your own interests, experiences, and job functions)?	5	4	3	2	1	0
16. To what degree was the course content of your institute appropriate to its stated objectives?	5	4	3	2	1	0
17. How would you rate the attention given in your institute to theoretical aspects of educational communication?	5	4	3	2	1	-
18. How would you rate the attention given to skill-type activities?	5	4	3	2	1	0
19. How would you rate the attention given to providing essential background information?	5	4	3	2	1	0
20. As a whole, how appropriate was the institute program for the professional development of educational media specialists?	5	4	3	2	1	0

COMMENTS: Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning objectives of your institute (under "A").

B. INSTRUCTIONAL PROGRAM

ASPECTS	Exception-ally Good	Good	Fair	Poor	Exception-ally Poor	Not Provided
21. How would you rate the appropriateness of the level (difficulty, advancement) of courses or activities of your institute?	5	4	3	2	1	0
22. How would you rate the general quality of teaching in lecture-type classes?	5	4	3	2	1	0
23. How would you rate the general quality of teaching in small-group (seminar-type) classes?	5	4	3	2	1	0
24. How would you rate the general quality of teaching in lab-type classes?	5	4	3	2	1	0
25. How would you rate the quality and amount of attention given to individualized instruction in your institute?	5	4	3	2	1	0

ASPECTS	Exception-ally Good	Good	Fair	Poor	Exception-ally Poor	Not Provided
26. In some institutes, attention is given to grouping students according to ability (those having a great deal of background or skill in some subject are allowed to proceed more rapidly or to greater depth than others). How would you rate this aspect of your institute?	5	4	3	2	1	0
27. In your institute, how appropriate was the proportion of "sit and listen" activities to "lab-type" activities?	5	4	3	2	1	0
28. Some institute activities require different groupings of students for different types of content or for the development of different skills or understandings. How would you rate attention to such matters in your institute?	5	4	3	2	1	0
29. In your institute, how appropriate were the methods of instruction used in various courses or for various activities?	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the instructional program of your institute (under "B").

C. QUALITY OF INSTITUTE PROGRAM

COMPONENTS	Exception-ally Good	Good	Fair	Poor	Exception-ally Poor	Not Provided
30. Theoretical bases of educational communications	5	4	3	2	1	0
31. Production of media	5	4	3	2	1	0
32. Media selection and evaluation	5	4	3	2	1	0
33. Research and experimentation	5	4	3	2	1	0
34. Utilization (improved teaching with media)	5	4	3	2	1	0
35. Administration (managing media and facilities)	5	4	3	2	1	0
36. Equipment operation and simple maintenance	5	4	3	2	1	0
37. Reference and bibliography (printed information resources)	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning quality of your institute program (under "C").

D. INSTITUTE PARTICIPANTS

ASPECTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
38. How appropriate were criteria used by the director in selecting the participants for your institute?	5	4	3	2	1	0
39. How would you rate the participants' ability and/or background to profit from institute experiences?	5	4	3	2	1	0
40. How would you rate the participants' enthusiasm for, and interest in, the content of the institute?	5	4	3	2	1	0
41. How would you rate participants' general esprit de corps?	5	4	3	2	1	0
42. In general, how appropriate was the content of the institute to the participants' probable future job responsibilities?	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the participants in your institute (under "D").

E. INSTITUTE STAFF

ASPECTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
43. To what degree were the regular (long-term) instructors familiar with problems and new developments of today's schools?	5	4	3	2	1	0
44. To what extent were visiting (short-term, one day to a week) staff members familiar with problems and new developments of today's schools?	5	4	3	2	1	0
45. How would you rate the helpfulness of the institute staff to you?	5	4	3	2	1	0
46. To what degree did the staff demonstrate good use of "new media" in their own teaching?	5	4	3	2	1	0
47. How would you rate staff members' attempts to involve you actively in learning experiences?	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the staff of your institute (under "E").

F. INSTRUCTIONAL RESOURCES

COMPONENTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
48. Main college library for the institution	5	4	3	2	1	0
49. Separate library for the institute itself	5	4	3	2	1	0
50. Educational media or instructional resource center for the institution	5	4	3	2	1	0
51. Educational media or instructional resource center for the institute itself	5	4	3	2	1	0
52. Community resources (field trip sites, museums, etc.) used in the institute program	5	4	3	2	1	0
53. Exhibits and displays	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the instructional resources of your institute (under "F").

G. PHYSICAL FACILITIES

COMPONENTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
54. Graphics production laboratory	5	4	3	2	1	0
55. Photographic laboratory	5	4	3	2	1	0
56. Separate listening facilities	5	4	3	2	1	0
57. Programmed instruction laboratory	5	4	3	2	1	0
58. Separate language laboratory	5	4	3	2	1	0
59. Self-instruction laboratory	5	4	3	2	1	0
60. Preview facilities	5	4	3	2	1	0
61. Television studio or film studio	5	4	3	2	1	0
62. Classrooms	5	4	3	2	1	0
63. Conference or seminar rooms	5	4	3	2	1	0
64. Auditoriums	5	4	3	2	1	0
65. Dormitory rooms	5	4	3	2	1	0
66. Dining rooms	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the physical facilities of your institute (under "G").

H. ADMINISTRATION OF THE INSTITUTE

ASPECTS	Exceptionally Good	Good	Fair	Poor	Exceptionally Poor	Not Provided
67. How would you rate the handling of administrative details (stipends, materials, etc.) of the institute?	5	4	3	2	1	0
68. How would you rate the contributions of special administrative personnel (audiovisual librarians, coordinators of materials, and the like) assigned to the institute?	5	4	3	2	1	0
69. How would you rate the over-all administration of your institute?	5	4	3	2	1	0

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write your own comments concerning the administration of your institute (under "H").

I. GENERAL EVALUATION

Looking at all aspects of the institute, and comparing them with previous educational experiences you have had, please rate it on the continuum below. Enter the number you select in the box beside item #70 on the ANSWER SHEET.

Exceptionally Good ... Exceptionally Poor

70. 9 .... 8 .... 7 .... 6 .... 5 .... 4 .... 3 .... 2 1

COMMENTS. Please immediately turn to Side 1 of the COMMENTS SHEET and write any further comments concerning your institute (under "I").

J. MOST VALUABLE ACTIVITIES OR PROJECTS

Please list up to three institute activities or special projects in which you participated which you believe will be of greatest value to you in your future work with educational media on Side 2 of the COMMENTS SHEET (under "J").

K. LEAST VALUABLE ACTIVITIES OR PROJECTS

Please list up to three institute activities or special projects in which you participated which you believe will be of least value to you in your future work with educational media on Side 2 of the COMMENTS SHEET (under "K").

L. YOUR FUTURE PLANS

How, if at all, have this summer's institute experiences strengthened or caused you to change your future plans (graduate work, job goals, further experiences, etc.)? Explain each briefly in the spaces provided under "L" on Side 2 of the COMMENTS SHEET.

M. IMPROVEMENT OF FUTURE INSTITUTES

Please list any further suggestions you have concerning ways of improving future institutes of the type you attended in summer 1966 on Side 2 of the COMMENTS SHEET (under "M").

SECTION II. INTEREST INVENTORY: BROAD GOALS

Statements following describe a number of educational media activities regarded as closely related to typical employment situations. Use the self-appraisal scale to indicate for each statement: (1) its interest to you, personally, and (2) your present competence with respect to it. Although some goals may not be related to the institute you have been selected to attend, we should like to have your ratings of all of them, nevertheless.

Select the number (1-9) which best describes each statement's interest to you and your competence with respect to it. Then place that number in the appropriate box on the ANSWER SHEET.

EXAMPLE: If you are quite interested in the activity described in the first item but believe yourself to be lacking in present competence with respect to it, you will place a number towards 9 in Column A and another number towards 1 in Column B of the ANSWER SHEET.

Self-Appraisal Scale

	1	2	3	4	5	6	7	8	9
A	of no interest				of some interest				of high interest
B	no competence				some competence				high competence

	A Interest to you	B Your present competence	
(15)	______	______	Become aware of the nature of significant literature, research findings, leaders, and outstanding programs in the educational media field
(17)	______	______	Become acquainted with the nature of significant recent changes in educational practices (team teaching, independent study, grouping, etc.) and curricular emphases and their relevance to educational media
(19)	______	______	Learn more about significant theoretical aspects and roles of new media in educational communication
(21)	______	______	Coordinate and/or perform evaluation of, experimentation with, and research regarding applications of educational media in various learning situations
(23)	______	______	Become better acquainted with the availability, content, and the use of source lists, catalogs, and evaluative listings pertaining to educational media
(25)	______	______	Establish standards and procedures for the critical evaluation and selection of educational media and related materials by teachers, subject matter specialists, supervisors, and others

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Self-Appraisal Scale

	1	2	3	4	5	6	7	8	9
A	of no interest				of some interest				of high interest
B	no competence				some competence				high competence

	A Interest to you	B Your present competence	
(27)			Establish standards and procedures for the critical evaluation and selection of technological devices (projectors, teaching machines, language laboratories, and the like)
(29)			Develop skill and insight in working with teachers and students utilizing educational media resources
(31)			Assist teachers in identifying needs for the use of educational media and related materials and equipment in the school organization in which you work
(33)			Improve your skills required for the local production of simple instructional materials (large transparencies, charts, mounted materials, 2" x 2" slides, and the like)
(35)			Improve your skills required for the local production of more complex instructional materials (television programs, 8mm or 16mm motion pictures, synchronized sound-slide sets, etc.)
(37)			Improve your skills required for technical processing (cataloging, classification, and subject heading) of instructional materials
(39)			Become better acquainted with recommended administrative patterns and procedures for educational media programs; improve ability to organize and administer such programs
(41)			Become better acquainted with the concept of the instructional materials center involving full integration of "print" and "non-print" materials and services
(43)			Formulate a defensible plan of action for improving the educational media program of the school or organization in which you work (including both long- and short-term goals)
(45)			Improve your grasp of factors, standards, and criteria involved in preparing, defending, and expending budgets for new educational media and services
(47)			Become familiar with the scope of educational media available to your school organization through provision of federal or state funds

Self-Appraisal Scale

	1	2	3	4	5	6	7	8	9
A	of no interest				of some interest				of high interest
B	no competence				some competence				high competence

	A Interest to you	B Your present competence	
(49)	______	______	Develop skill in managing inter-personal and personnel problems involved in administering educational media programs
(51)	______	______	Develop a better understanding of the availability and applications of automated data processing and information retrieval devices and systems
(53)	______	______	Learn more about standards and recent improvements in the design of educational facilities (buildings, media centers, classrooms, auditoriums, studios, etc.) to permit full and adequate use of educational media
(55)	______	______	Become better acquainted with the characteristics, special advantages, uses and costs of various educational technological devices (copiers, recorders, self-study devices, and the like)
(57)	______	______	Develop skill in operating new media equipment (projectors, television cameras, and the like)
(59)	______	______	Improve your skills required for the necessary simple maintenance of technological equipment (projectors, playbacks, and the like)

Please transcribe all your answers to the attached ANSWER SHEET, and return the ANSWER SHEET, COMMENTS SHEET, and this QUESTIONNAIRE to your Institute Director.